DOCUMENT RESUME

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ABSTRACT

Instructional materials for use in language programs featuring independent study are compiled in this document. An introduction to the Dewey Independent Study Kit indicates behavioral objectives in broad terms and describes student evaluation procedures. Guidelines to the student accompany sample curriculum guides for French, Hebrew, Italian, and Spanish courses for levels 1-4 of instruction. (RL)

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John Dewey High School
Sol Levine, Principal

Foreign Language Depart[illegible]
Stephen L. Levy, Chairma[illegible]

TO THE STUDENT:

This is your Dewey Independent Study Kit.

On the following pages you will find a listing of the material you are to study and to master. Reference is made to pages in the textbook and in supplementary materials. Make use of these references to help you understand the topics and to give drill and practice in using the new topic.

Each lesson in the textbook is also on tape in the language laboratory. As language is communication and oral communication is a desired and important goal of language learning, you must make use of these tapes and records in the laboratory. The records and tapes will give you training in the sound system of the language and provide you with a model to imitate and a check of your performance.

The criteria for mastery of the phase in independent study in a foreign language are:

1. The pupil must show the ability to comprehend the spoken language (which he will hear on tape in the resource center or in the language laboratory) by reacting to directions in the foreign language or by answering questions posed in the foreign language using the vocabulary and structures presented in each phase of the level.

2. The pupil must be able to express himself in correct patterns in the foreign language within the vocabulary and structural scope of the phase and level. He must also be able to mimic the pronunciation and intonation patterns of the foreign language. He will have the opportunity to work with a teacher in the resource center and also to record his performance on tape.

3. The pupil must be able to read with direct and immediate comprehension (without translation) material based on the vocabulary and structural patterns of the phase and level.

4. The pupil must be able to write with accuracy the material that has been presented for active use during the phase and level.

5. The pupil must show familiarity with and an understanding of the cultural aspect of the countries discussed during the phase and level.

You will meet with the Independent Study Coordinator several times during the cycle to check your progress and to give you the opportunity to both ask questions and to use the foreign language in conversation. Upon completion of the prescribed material in this kit, you will be given an examination to help us determine your mastery of this material. This examination will consist of the following type questions to evaluate your ability to comprehend the spoken language, the written language and to express yourself both orally and in writing.

In Level I: a dictation passage; oral questions and statements to check your comprehension of the spoken language; a vocabulary question in which you have to identify objects and/or pictures that are shown to you; a question to check your ability to use correctly the patterns of structure of the phase and level; two sho[illegible] passages for reading comprehension.

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In Levels II and III: oral questions and statements to check your comprehension of the spoken language; a passage for reading comprehension; a question to check your ability to use correctly the structural patterns of the phase and level; identification of vocabulary items presented during the phase; a question to check your knowledge of the cultural aspect of the language.

The teachers in the Foreign Language Department and the chairman are always available to help you with your work. Please see them when you have a question or a doubt or when you want to practice your oral skill in the foreign language.

Remember, learning a foreign language is comparable to raising your bowling score. Practice makes you a better and more skillful player. It requires daily practice and concentration. Each day's effort adds to and reinforces your previous work.

Good Luck!

John Dewey High School
Sol Levine, Principal

Foreign Language Department
Stephen L. Levy, Chairman

FOREIGN LANGUAGE DISK - GUIDELINES FOR STUDY

Learning a new language is like acquiring any new skill, such as playing a musical instrument, typing or riding a bicycle. The more you practice, the better you become at it and the more you enjoy what you are doing!

Each new lesson in your book presents two major kinds of work, reading and structures. As you read a story or a dialogue, you absorb useful words and expressions. Then, a structural explanation shows you the pattern of how to put these words together to make meaningful sentences.

Here are some guidelines to help you study each lesson and keep a record of your progress:

A. Reading

1. Read the new story or dialogue several times. Ask a teacher or a friend who is studying the language to help you with the correct pronunciation of the words.

2. Study and learn all the new words and expressions in each unit.

3. Practice acting out the story or dialogue and answer orally all the questions and drills based on the story.

4. Write the answers to at least five of these questions. Always try to write your answer in a complete sentence.

B. Structures

1. Read the explanation of the new structure.

2. Study the model sentences that illustrate the new pattern.

3. Practice orally all the drills based on the structure.

4. Write at least ten sentences from these drills.

C. Keeping a record of your progress

1. Progress Sheet: On this sheet, keep a record of each lesson you have studied and of the drills you have written.

2. Weekly Conferences with a teacher in the Resource Center: At these weekly meetings you will be able to ask any questions that you may have and to review the material that you have mastered.

3. How fast should you go? You may progress as slowly or as rapidly as you like -- but don't try to go too fast! Generally, one lesson a week should be sufficient and, if it is a particularly long lesson, you may want to spread it out over a longer period of time.

The only remaining thing for me to do now is to wish you "Good Luck" or, as we say in French, "Bonne chance!", in Italian "Buona Fortuna!", and in Spanish, "Buena suerte!" In Hebrew we say, "בהצלחה!"

JOHN DEWEY HIGH SCHOOL
Dr. Joshua Segal, Principal

FOREIGN LANGUAGE DEPARTMENT
Stephen L. Levy, Chairman

FOREIGN LANGUAGE DESK

Individual Progress Report

Name _____ Off. Class _____ I.D. No. _____
Last First

Language _____ Code No. _____ Repeat _____

Level _____ Phase _____ Guidance Counselor _____

Text(s) _____

_____

Meeting No.	Book	Lesson	Exercises Done	Comments

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FOREIGN LANGUAGE DEPARTMENT
STEPHEN L. LEVY, CHAIRMAN

COURSE OF STUDY

French, LEVEL I — 311-315 — 5 Phases

Phase 1 (311)

An introduction to the French language and culture. Emphases on the listening and speaking skills. Introduction to reading and writing of material mastered audio-lingually. The influence of French language and customs on English and the American way of life.

Specific Aims and Objectives:

(1) To develop skills in listening and speaking by means of simple patterns and dialogues.

(2) To develop and cultivate proper pronunciation and intonation patterns.

(3) To read and write that which has already been mastered orally.

(4) To develop in the student a familiarity with the culture of the French speaking people.

Textbooks:

Rosselot et al. Je Parle Français. Encyclopaedia Britannica
New York City Foreign Language Program for Secondary Schools: French, Levels 1-5 Board of Education of the City of New York

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Day	Materials	
1	-	1. Routine class procedures 2. Explanation of materials used-brief explanation of plot of story. 3. bonjour-round robin
2	F,f/s,t, 1	1. Show film, once through a. cue listening-plot, characters, setting, etc. 2. Filmstrip: a. segment1-drills 1,2,4 (listen, repeat,que dit) b. segment2-drills 1,2,4 using dites a & demandez à comment allez-vous, round robin c. segment3-drills 1,2,4 -que dit, this time asking for individual responses.

(continued)

Day	Materials	
3	f/s,t 1	1. Review dialogue by eliciting choral repetition, using fls as a cue. 2. Role playing-3 characters. 3. Vocabulary expension-voilà, comment allez-vous p.40C.B. voila la porte, la fenetre, le tableau noir, le livre le crayon, le stylo, la chaise, le drapeau, le pupitre, le garçon, la lumière (see picture sheet) comment ça va, pas mal, ça va, je suis malade.
4	F,f/s,t 1	1. Review of lesson 1 dialogue, Show films 2. Tape drill 6-substition drill 3. Teach "il" and "elle" drills 8,9 4. Review new vocabulary "voilà" and "comment allez-vous" role playing.
5	f/s,t 1	1. Review "il"and "elle" substitution drill. Margot est charmante. Elle est charmante. 2. Teach adjective agreement. tape drill 10 vocabulary enrichment-adjective-masculine-feminine forms. 3. Culture lesson (see culture sheet)
6	F,f/s,t 2	1.Quiz-Lesson 1 2. Lesson 2-Show film once through, cue listening. 3. Segments 1 and 2 for mastery. a. segment 1-f/s,t drills 1,2,4 (commands) b. segment 2-f/s,t drills 1,2,3 4.Drill-teacher/class lines 3,4 and 5,8 of core dialogue. 5. Role playing.
7	f/s,t 2	1. Review segments 1 and 2 of lesson 2 show f/s and elicit dialogue from students 2. vocabulary extention-(oui, je connais Mlle. Léon; enchanté;heureuse-heureux) 3. Present segment 3-drills 1,2,4 4. Culture-discuss Canada as a French speaking nation (Québec)
8	F,f/s 2	1. Show film 2. Review segments 1,2,3 f/s, role playing. 3. Review vocabulary extension. 4. Present New vocabulary-based on "elle est canadienne" "elle est de Québec", "elle est anglaise, de Londres, de l'Angleterre, américaine, des Etats-Unis,de Philadelphie"

continued

C
COURSE OF STUDY
FOREIGN LANGUAGE (continued)

Day	Materials	
9	f/s t 2	1. Review core dialogue-tape drills 6 (substitution) 7 (substitution) of new vocabulary, presented in day 3. 2. Present verb "etre"-tape drills 8 and 9 (3rd person forms) 10 and 11, ils and elles, tape drills 12, 13-rest of verb "être"
10	tape	1. Review "être" and ils and elles, incorporating nationality vocabulary learned in day 3. substitution drill-je suis américaine. transformation drill-je suis américaine. 2. Teach the interrogative "est-ce que" drills 14 and 15. Point out the inversion interrogative, as in "comment allez-vous?;" "connaissez-vous...?". Now drill 14 and 15 using inversion. 3. Culture lesson.
11	F,f/s t 3	1. Quiz, Lesson 2 2. Lesson 3-Show film once through 3. Segments 1 and 2 for mastery (drills 1,2,4,5) 4. Je m'appelle Round robin
12	F,f/st 3	1. Film 2. F/s-review segments 1 and 2-repetition, role playing, eliciting responses from f/s. 3. Segment 3-for mastery. f/s 4. Extension of segment 3-"avons-nous", presentation of verb "avoir". Drills 9, 10.
13	f/s,t 3	1. Review segments 1,2,3-core dialogue 2. Review adjective agreement-drill 14 3. Review "avoir", drills 12, 13 4. Presentation numbers 1-20, using avoir, j'ai un livre, deux livres, etc.
14	—	1. Review numbers 1-20. 2. Presentation of reading-give out books. Reading of core dialogues 1,2. Teacher model, student repetition, etc. Role playing. 3. Introduce writing-dialogue 1-copy writing p. 13-2(a,b)
15	—	1. Reading-dialogue 3-writing 2. Grammar generalizations-adjective agreement: pronunciation of adjectives learned. Writing-p. 13-3 (a,b)

(continued)

FOREIGN LANGUAGE DEPARTMENT
COURSE OF STUDY(continued)

Day	Materials	
16	_____	1. Review writing of 3 dialogues by an original fill-in story, using the same vocabulary. 2. Review of dialogue, using rejoinders. 3. Continue grammar generalizations. "être", p. 12 exercise p. 14,4. "est-ce que", p. 12 exercise P.14,5 4. Continue numbers 30-100
17	_____	1. Quiz, Lesson 3 and numbers 2. Culture lesson (see culture sheet)
18	Film f/s t 4	1. Show film once through 2. Segment 1 for mastery. F/s, tape Drills 1,2,4 3. Narratives, p. 17, I and exercise Vrai ou faux
19	F,f/s,t 4	1. Show film 2. Review segment 1-repetition and f/s 3. Narrative II, p. 17 and exercise 4. Vocabulary enrichment, based on segments 1 and 2 "family" p. 40 C.B.
20	f/s,t 4	1. Review of new vocabulary p. 40 C.B. 2. Review segments 1 and 2 3. Segment 3 for mastery 4. H.W. reading of aspects of culture pp. 18 and 19
21	f/s t 4	1. Review segments 1,2,3 Lesson 4 2. Review for mid-phase examination
22	_____	1. Review culture; vocabulary and idioms, C.B.
23	_____	1. Testing, Lessons 1-4, culture and vocabulary
24	_____	1. Give out reader "Colette et Ses Frères" pp. 3-5 and ex. 2. Extension, p. 5 "il est trois heures" teach time expressions, p. 42 C.B.
25	_____	1. Colette, p. 6,9 and exercises 2. Extension-animals, C.B. p. 42 3. Culture lesson (see culture sheet)

(continued)

FOREIGN LANGUAGE DEPARTMENT
COURSE OF STUDY (continued)

Day	Materials	
26	_____	1. Colette, p. 14 and 15 and exercises 2. Teach first conjugation
27	_____	1. Culture lesson 2. Poem, "Un, deux, trois..." Colette p. 20
28	_____	1. Quiz "Colette" p. 15 and time, animals C.B. 2 Culture lessons, first conjugation
29	_____	1. Colette p. 16 and 18 2. Vocabulary extension p. 18 la salle a manger, p. 43 C.B. "the house"
30	_____	1. Teach second conjugation 2 C.B. p. 41 Clothing
31	_____	1. Review C.B. p. 41 Clothing 2. Teach colors, p. 41 C.B. Combine clothing and colors "la robe bleue"...etc.
32	_____	1. Teach weather, p. 43 C.B. 2. Colette p. 19
33	_____	1. Quiz- clothing, color, the house C.B. 2. Teach-verb "aller"-Bd. of Ed. tape drills
34	_____	1. Culture lesson 2. Go over quiz
35	_____	1. Review dialogues 1-4

FOREIGN LANGUAGE DEPARTMENT
COURSE OF STUDY

LEVEL I CULTURE - FRENCH

Cycle 1
1. Why we are interested in the French language
2. Language-foods, fashion, in U.S.
3. Geography
4. Geography
5. Provinces
6. Paris
7. French places in U.S. and New York City

Cycle 2
1. French elementary school
2. lycée
3. vocational schools
4. universities
5. student life at the university
6. cultural interests of French students
7. sports

Cycle 3
1. le cafe
2. French newspapers and magazines
4. French language in the world
4. Holidays
5. Meals-le restaurant
6. Professions
7. French letter-pen pal (French Embassy)

Cycle 4
1. French home
2. French family
3. French painters
4. French writers
5. French musicians

Cycle 5
1. Trip to France-passport, currency
2. Transportation
3. Itinerary-including England (Southampton), car trip through France
4. Normandie and Bretagne
5. Continents-names
   French possessions
6. Government la cinquième république
7. Economics

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JOHN DEWEY HIGH SCHOOL
SOL LEVINE, PRINCIPAL

FOREIGN LANGUAGE DEPARTMENT
STEPHEN L. LEVY, CHAIRMAN

Course of Study — Revised 7/71

FRENCH, LEVEL II — 5 Phases

PHASE 1 (316)

Drill and practice in listening and speaking the language. Introduction to more complex structural patterns. Greater concentration on reading and writing skills. Discussion of France through 1500 including History, Literature, Art, Music and Science of the period.

Prerequisite: Completion of Level I or equivalent.

Specific Aims and Objectives:

(1) To continue to develop skills in listening and speaking by means of patterns and dialogues.

(2) To develop the reading skill of the pupil, concentrating on his ability to comprehend progressively difficult material.

(3) To reinforce the aural-oral and reading skills through writing the material already learned orally or during the reading lessons.

(4) To continue to familiarize the student with the history and culture of the French speaking people.

Textbooks:

O'Brien-La France. French 1. Ginn and Company

New York City Foreign Language Program for Secondary Schools: French, Levels 1-5, Board of Education of the City of New York.

Audio-Visual Materials:

1. Visuals for Foreign Language Instruction - Volumes I and II; by Maria Maris (ST #1-50)

2. Beginning Spanish through Pictures and Stories (BSPS)

3. Eye-Gate Filmstrips (EG f/s)

Foreign Language Department
Course of Study

French, Level II - Phase 1 (316) - (continued)

Week 1

(Review Lessons)
(1) Establish routines - seats, cards, notebooks, getting acquainted
(2) Review Lesson-les vacances d'été - P. 44 (P. 45-1,5,6,8,10); P. 51 (BSPS: DeVacaciones)
(3) Review Lesson-Expressions utiles - P. 23 (P. 23A, 1,2,3,6,7)
(4) Review Lessons-Dans la salle de classe - P. 34-Décrivez une salle de classe (BSPS La Escuela)
*(5) Cardinal numbers 1-1000
Ordinal numbers 1st-10th (Leçons 7,8)
* C.B.: Topics 20 Money; 21 Quantity; 24 Age; 27 Time Words

APPENDIX: Tape F 7a 1-3 (Cardinal Numbers)

Week 2

(Review Lessons)
(1) Regular Verbs-ER- P. 24,25,18,16 (P. 25 C - 1,2,3,5,8 PRESENT TENSE
P. 19A - 1,2,5
P. 18 C - 2,3)
(2) Regular Verbs-IR, RE- P. 199, P. 214, P. 218 (P.218 A: 1-10)
(3) Irregular Verbs - PP. 229-30; 424-27 (P. 230 A: 1-10)
(4) Passé Composé-with avoir- P. 155, P. 168 (P. 219 B; 1-10)
*(5) Definite (Lecon 2) and indefinite articles (Lecons 4,8)

APPENDIX: Oui, Je parle francais: pp. 3-6 Explanation
(-ER) p. 7A (4,6,7,8,11,13); p. 8B (1-5; 9,11,13,14,15); C (1-12)
(-RE, IR) p. 7A (1,2,3,5,9,10,12,14,15); 8B (6-8,10,12); C (13-15); D

Cours Élémentaire: p. 170 II A, B, C. (P.C. with avoir)

Tape: F 6a 1-4 (-ER verbs); F 7a 1-2 (-IR, RE verbs)
F 7d 3-4 (Passé Composé); F 1a, F 16 (Definite and Indefinite Articles)

Foreign Language Department
Course of Study

French, Level II - Phase 1 (316) - (continued)

Week 1

(Review Lessons)
(1) Establish routines - seats, cards, notebooks, getting acquainted
(2) Review Lesson-les vacances d'été - P. 44 (P. 45-1,5,6,8,10); P. 51 (BSPS: DeVacaciones)
(3) Review Lesson-Expressions utiles - P. 23 (P. 23A, 1,2,3,6,7)
(4) Review Lessons-Dans la salle de classe - P. 34-Décrivez une salle de classe (BSPS La Escuela)
*(5) Cardinal numbers 1-1000
Ordinal numbers 1st-10th (Leçons 7,8)
* C.B.: Topics 20 Money; 21 Quantity; 24 Age; 27 Time Words

APPENDIX: Tape F 7a 1-3 (Cardinal Numbers)

Week 2

(Review Lessons)
(1) Regular Verbs-ER- P. 24,25,18,16 (P. 25 C - 1,2,3,5,8 PRESENT TENSE
P. 19A - 1,2,5
P. 18 C - 2,3)
(2) Regular Verbs-IR, RE- P. 199, P. 214, P. 218 (P.218 A: 1-10)
(3) Irregular Verbs - PP. 229-30; 424-27 (P. 230 A: 1-10)
(4) Passé Composé-with avoir- P. 155, P. 168 (P. 219 B; 1-10)
*(5) Definite (Lecon 2) and indefinite articles (Lecons 4,8)

APPENDIX: Oui, Je parle français: pp. 3-6 Explanation
(-ER) p. 7A (4,6,7,8,11,13); p. 8B (1-5; 9,11,13,14,15); C (1-12)
(-RE, IR) p. 7A (1,2,3,5,9,10,12,14,15); 8B (6-8,10,12); C (13-15); D

Cours Élémentaire: p. 170 II A, B, C. (P.C. with avoir)

Tape: F 6a 1-4 (-ER verbs); F 7a 1-2 (-IR, RE verbs)
F 7d 3-4 (Passé Composé); F 1a, F 16 (Definite and Indefinite Articles)

Foreign Language Department
Course of Study

French, Level II - Phase 1 (316) - (continued)

Week 3

(1) Retour du marché-Lecon 20 - P. 252 (P. 253 A); Verbe acheter
(2) Dir. & Ind. Obj. Pronouns - me, te, nous, vous - Leçon 20 - P. 254 (P.255 A); Verbe-dire
(3) Dir. Obj. Pro-le, la, l', les-Lecon 19 - P. 241 (P. 242 B); Verbe-avoir
(4) Ind. Obj. Pro-Lui, leur-Lecon 21 - P. 274 F); Verbe-être
(5) Auditory Comprehension
(6) Dialogue, P. 285 "Dans une boutique"
C.B.: Topic 6 Articles of clothing; EG f/s clothing;
ST #9 (clothing) ST #36 (shopping)

APPENDIX: Oui, Je parle français: pp. 59-61 Explanation pp. 61-62 (A-D)

Contes Dramatiques: Le Cirque, pp. 3-6; Questionnaire p. 141 (1-5),C

Tape: Direct Object Pronouns F 3a 1-2
Indirect Object Pronouns F 3a 3-4

Week 4

(1) Les cadeaux d'Alice-Lecon 21 - P. 272 (P. 274 A); Verbe-devoir
(2) Y-Leçon 21 - P. 279 (P. 279 A); Verbe-sortir
(3) en-Lecon 21 - P. 277 - P. 278 A; Verbe-venir
(4) Rejoinder exercices
(5) Dialogue, "Le nouvel appareil de photo", P. 298

APPENDIX: Oui, Je parle français: pp. 64-65, pp. 65-67 A - E (y - en)

Tape: "Y" F 3a 2; EN - F 3a 3

Week 5

(1) L'Anniversaire de Jacques - Leçon 22 - P. 289, P. 209 A;
BSPS "El Cumpleaños"; ST #47 Verbe-lire
(2) Les vêtements et les couleurs - Lecon 22 - P. 273, 290, 291
EG f/s clothing, ST #3 colors, ST #9 clothing;
(Faites une revue de mode); Verbe-savoir ST #38 (to know)
(3) Pronouns accentués - Leçon 22 - P. 291 (P. 293 (6);
Verb-apprendre, comprendre
(4) Auditory comprehension
(5) Level B, Phase 1 Examination

APPENDIX: Oui, Je parle français: pp. 143-144; pp. 147-148 A-C

Tape: F 7d8 (apprendre, comprendre)

Foreign Language Department
Course of Study

French, Level II - Phase 1 (316) - (continued)

Week 6

(1) connaître & savoir - Leçon 23 - P. 295, 305 (P. 305 (1), P. 307 B) (ST #38)
(2) Une soirée chez Guy - Leçon 23- P. 300 (P. 301 A); Verbe-Mettre-
(3) Possessive adjectives & pronouns - Leçon 23 - P. 109, 302 (P. 303 A); Verbe-vouloir
(4) Rejoinders

APPENDIX: Oui, Je parle français: pp. 126-127; p. 131 D.E.

Tape: F 7d6 (mettre)
Review tapes A, B (Possessive Adjectives)

Week 7

(1) Ski de printemps I - Leçon 24 - P. 310 (P. 311 A); ST #7 (Seasons, Sports) Verbe-pouvoir
(2) Futur-regular - Lecon 24 - P. 312 (P. 313 A)
(3) Futur-irregular - Leçon 24 - P. 315 (P. 315 A); Verbe-boire
(4) Future-use with quand - Leçon 24 - P. 317 (p. 318 (1)); Verbe-recevoir

APPENDIX: Oui, Je parle francais: p. 80 D.E.

Contes Dramatiques: Le Gros Prisson, pp. 15-17
Questionnaire p. 142 A.B.

Tape: F 6c4 (Future) F 6c5-7

Culture Topics to be Covered

Texts: Voici la France (VLF)
Image de la France (IF)
Deuxième Livre Workbook (DLW)

1. History before 58 B.C.
(VLF) pp. 222-223
(IF) pp. 43-45
(DLW) p. 325

2. History from 58 B.C. to 400 A.D.
(VLF) p. 223
(IF) pp. 45-46
(DLW) p. 325

3. History from 400 to 800
(VLF) p. 224
(IF) pp. 46-48
(DLW) p. 325

Foreign Language Department
Course of Study

French, Level II - Phase 1 (316) - (continued)

4. History from 800 to 1300
   (VLF) pp. 224-226
   (IF) pp. 48-53
   (DLW) p. 325

5. History from 1300 to 1500
   (VLF) p. 226
   (IF) pp. 53-56
   (DLW) p. 325

JOHN DEWEY HIGH SCHOOL
Sol Levine, Principal

FOREIGN LANGUAGE DEPARTMENT
Stephen L. Levy, Chairman

French, Level II, Phase 1 (316) OVERVIEW

STORIES: (French 1)

1. "Retour du marché"- Leçon 20 - p. 252; p. 253 A 1, 3, 5, 7, 8
2. "Les cadeaux d'Alice" - Leçon 21 - p. 272; p. 273 A 3, 4, 5, 6, 7
3. "L'anniversaire de Jacques" - Leçon 22 - p. 289; p. 290 A 1, 2, 4, 5, 6
4. "Une soirée chez Guy" - Leçon 23 - p. 300; p. 301 A 2, 3, 4, 5, 9
5. "Ski de printemps I" - Leçon 24 - p. 310; p. 311 A 1, 2, 3, 6, 7
6. "Les vêtements et les couleurs" - p. 273; p. 290; p. 291

STRUCTURES:

1. ME, TE, NOUS, VOUS - Direct and Indirect Objects - Leçon 20 - p. 254
2. LE, LA, L', LES - Direct Objects - Leçon 19 - p. 241
3. LUI, LEUR - Indirect Objects - Leçon 21 - p. 274
4. Y - Leçon 21 - p. 279
5. EN - Leçon 21 - p. 277, p. 281
6. Pronoms accentues - Leçon 22 - pp. 291-292
7. CONNAÎTRE & SAVOIR - Leçon 23 - pp. 305-306
8. Possessive adjectives and pronouns - Leçon 23 - p. 109; p. 302
9. Future Tense - Leçon 24 - Regular verbs p. 312; p. 313 A; Irregular Verbs p. 315; p. 315 A
10. Future tense with QUAND - Leçon 24 - p. 317; p. 317 1

VERBS:

A. Regular Verbs (Present Tense and the Passé Composé)

-er verbs - pp. 24-25
-ir verbs - p. 199
-re verbs - p. 214

B. Irregular Verbs

acheter	p. 260	être	p. 69	lire	p. 244	connaître	p. 305
aller	p. 49	devoir	p. 280	savoir	p. 295	mettre	p. 74
dire	p. 40	sortir	p. 371	prendre	p. 87	vouloir	p. 130
faire	p. 100	venir	p. 205	apprendre	p. 87	pouvoir	p. 219
avoir	p. 81	lire	p. 244	comprendre	p. 87	recevoir	p. 318
						boire	p. 172

7/71 s1

JOHN DEWEY HIGH SCHOOL
Sol Levine, Principal

FOREIGN LANGUAGE DEPARTMENT
Stephen L. Levy, Chairman

REQUIRED RESOURCE CENTER PROJECTS FOR STUDENTS
French, Level II Phase 1 (316)

In order to master a foreign language, it is necessary that you have as much drill and practice using the foreign language as possible. The following exercises, tapes, and readings will provide you with additional practice and drill in using the foreign language. Your teacher will make specific assignments from this list and it is your responsibility to make use of these materials, which are available in the Resource Center, and to submit your work to your teacher on time. Of course, if you wish, you may do all the work listed on this sheet.

1. Cardinal Numbers: Tape F 7a 1, 2, 3

2. -ER Verbs: Oui, je parle français: Explanation pp. 3-6; p. 7 A (4,6,7,8,11, 13); p. 8 B (1-5, 9, 11, 13, 14, 15); C (1-12). TAPE: F 6a 1,2,3,4

3. -RE and -IR Verbs: Oui, je parle français: Explanation pp. 3-6; p. 7 A (1-3, 5,9,10,12,14,15); p. 8 B (6-8, 10,12); C (13-15); D. TAPE: F 7a 1, 2

4. Passé Composé with avoir: Cours Elémentaire: p. 170 II A,B,C, TAPE: F 7d3,4

5. Definite and Indefinite Articles: TAPE: F 1a, F 1b

6. Direct and Indirect Object Pronouns: Oui, je parle français: pp. 59-61 Explanation; pp. 61-62 Exercises A - D. TAPE: Direct Object Pronouns, F 3a 1,2; Indirect Object Pronouns, F 3a 3,4

7. Contes Dramatiques: Le Cirque, pp. 3-6; Questionnaire, p. 141 (1-5), C

8. Y - EN: Oui, je parle français: pp. 64-65; pp. 65-67 Ex. A - E. TAPE: Y: F 3a2; EN: F 3a3

9. Pronouns accentués: Oui, je parle francais: pp. 143-144; pp. 147-148 A - C.

10. Possessive adjectives and pronouns: Oui, je parle français: pp. 86-88; p. 91 A - C. REVIEW TAPE A, B (Possessive Adjectives)

11. savoir and connaître: Oui, je parle français: pp. 126-127; p. 131 D, E

12. mettre: TAPE: F 7d 6.

13. Future Tense: Oui, je parle français: p. 80 d, E. TAPE: F 6c5, 6, 7.

14. Contes Dramatiques: "Le Gros Poisson," pp. 15-17; Questionnaire, p. 142 A, B.

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SOL LEVINE, PRINCIPAL

FOREIGN LANGUAGE DEPARTMENT
STEPHEN L. LEVY, CHAIRMAN

COURSE OF STUDY

Revised 7/71

FRENCH, LEVEL III

332-326

5 Phases

Phase 1 (322)

Reinforcement of patterns learned in Levels I and II. Further development of structural patterns. Increased exposure to reading and writing the language. Discussion of France from 1789 through the present including History, Literature, Art, Music and Science.

Prerequisite: Completion of Level II or equivalent.

SPECIFIC AIMS AND OBJECTIVES:

1) To continue the development of skill in listening and speaking through increasingly difficult patterns, dialogues and directed conversations.

2) To increase focus on reading and writing through carefully controlled and directed activities.

3) T o continue to familiarize the student with the history and culture of the French speaking people.

Textbooks:

O'Brien-LaFrance. French 2. Ginn and Company
Méras-Célières. Contes Populaires. Houghton-Mifflin.
Blume. Reading Dialogues
New York City Foreign Language Program for Secondary Schools: French Levels 1-5. Board of Education of the City of New York.
Blume. Troisième Livre. AMSCO.

Audio-Visual Material

1. Visuals for Foreign Language Instruction I and II, by Maria Maris (ST #1-50)
2. Beginning Spanish through Pictures and Stories (BSPS)
3. Eye-Gate Filmstrips (EG f/s)

Foreign Language Department
Course of Study

French, Level III - Phase 1 (322)

WEEK 1:

1. Review all verbs (regular, irregular) in the present indicative and imperative.
   (Amsco: Troisieme Livre - Lessons 1,2) (ST #19-27 actions)

2. In daily warmup exercises, review general conversational questions (weather, ST #6; date, age, health, ST #11; name, sports, ST #7, colors, ST #3 etc.)

3. Double object pronouns - French 2 - Leçon 18.

4. Read: Contes Populaires: "Poil de Carotte", pp. 1-3
   (Taped lesson for use in the Language Lab)

APPENDIX: Text - New Approach to French (NATF)

Time: NATF - p. 51 B
Double Object Pronouns: NATF - p. 260 D
Verbs - present and imperative: NATF - p. 96 B,D

WEEK 2:

1. Review all verbs (regular and irregular) in the Passé Composé and the Imperfect Indicative (Amsco: Troisieme Livre - Lessons 3,4)

2. French 2: Leçon 19 - reading selection "Deux Lettres".

3. Read: Contes Populaires: "Le Billet de Mille Francs" - pp. 7-9
   (Taped lesson for use in the Language Lab.)

APPENDIX: Passé composé - NATF 133 B,C
NATF 135 B
Imperfect - NATF 193 B

Foreign Language Department
Course of Study

French, Level III - Phase 1 (322)

WEEK 3:

1. Review all verbs (regular and irregular) in the future and conditional tenses. (Amsco: Troisième Livre - Lesson 5)

2. Review spelling changes in certain "-er" verbs.
   (Amsco: Troisième Livre - Lesson 7) (Lecon 19 - French 2)

3. French 2: Leçon 21 - "Le Marche au Village".

4. Auditory Comprehension - June 1964 Regents (1-5)

APPENDIX: Future and conditional: Future - NATF 199 B
Conditional - NATF 284 B

WEEK 4:

1. Verb review: Reflexive verbs - ST #10
   (Amsco: Troisième Livre: Lesson 8); Compound tenses; agreement of past participles - ST #43;
   (Amsco: Troisième Livre: Lesson 9)

2. French 2: Leçon 22 - y, en

3. Read: Contes Populaires: Le Lache - pp. 17-19)
   (Taped lesson for use in the Language Lab)

4. Rejoinders

APPENDIX: Reflexive Verbs: NATF - p. 232 B,C
234 C

EN: NATF - p. 185 A

WEEK 5:

1. Conditional sentences (Amsco: Troisième Livre - Lesson 10)

2. Special uses of certain tenses (Amsco: Troisième Livre - Lesson 11)

3. French 2: Leçon 23 "L'automne aux champs"

4. Directed composition

Foreign Language Department
Course of Study

French, Level III - Phase 1 (322)

WEEK 6:

1. The present participle; constructions with EN and APRES (Amsco: Troisième Livre - Lesson 12)
2. The infinitive (Amsco: Troisieme Livre - Lesson 13)
3. French 2: Lecon 24
4. Read: Contes Populaires: "La Conférence" - pp. 20-22

WEEK 7:

1. French 2: Lecon 25 for reading and structure and usage.
2. Reading Dialogues - Blume 1-3
3. Auditory Comprehension: Regents June 1964 (11-15)

Culture Topics to be Covered

(Textbook is available in the Resource Center)
(Filmstrips: La France En Couleur - Part I, II)

1. Un peu de géographie (French 1 - p. 120)
   (Filmstrip: La France: Géographie Économique)
2. Quelques grandes villes de France (French 1 - p. 195)
3. Les provinces françaises (French 1 - p. 267)
   1. La Bretagne (filmstrip: La France C 117: See booklet)
   2. La Normandie
4. Les provinces françaises (French 1 - p. 338)
   1. La Touraine
   2. La Lorraine
5. Les provinces francaises (French 1 - p. 408)
   1. Le Pays Basque
   2. La Provence

JOHN DEWEY HIGH SCHOOL
SOL LEVINE, PRINCIPAL

FOREIGN LANGUAGE DEPARTMENT
STEPHEN L. LEVY, CHAIRMAN

FRENCH, LEVEL III PHASE 1

TEXTS: French 2 (F2)
Troisième Livre Workbook (TLW)
Contes Populaires (CP)
Reading Dialogues (RD)

OVERVIEW

STRUCTURES

1. Double Object Pronouns

(F2) Leçon 18 - pp. 207-212; p. 208B; p. 209A; p.210A; p.212A
(TLW) Lesson 11 - pp. 133-134; p. 136; p. 137 A,B,C,D
Tapes - F3a1 - 1-9

2. y, en

(F2) Leçon 22 - pp. 261-264; p. 262 A,B,C; p. 264 A,B, C
(TLW) p. 134; pp. 134-135 A.B.
Tapes F3a2; F3a3

VERBS

1. Present Indicative of regular and irregular verbs
(TLW) Lessons 1, 2 - pp. 1-3; 6-8; p. 3A, p. 9A

2. Imperative of regular and irregular verbs
(TLW) Lessons 1, 2 - pp. 2, 8-9; p. 5D (1,3,6,9); p. 9B

3. Passé Composé
(TLW) Lesson 3 - pp. 12-13; pp. 13-14 A.B.; p. 15E

4. Imperfect
(TLW) Lesson 4 - pp. 16-17; p. 17 A.C.; p. 19F;
Tapes F6c - (1-3)

5. Future
(TLW) Lesson 5 - pp. 20-21; p. 21 A (1-5); p. 22 C (3,6,7,10);
p. 22 D (1,3,4,6,8,10);
Tapes F6c - (4-7)

6. Conditional
(TLW) Lesson 5 - pp. 20-21; p. 21 A (6-10); p. 22 C (1,2,4,5,8,9);
p. 22 D (2,5,7,9)

Foreign Language Department
Course of Study

French, Level III - Phase 1 - Overview

7. Spelling Changes in certain "-ER" verbs
   (TLW) Lesson 7 - pp. 28-30; p. 30 A, B; p. 31 C.E.;
   (F2) Leçon 9 (pp. 104-105; p. 105 A.B.)
   Leçon 11 (pp. 126-127; p. 127 A,B,C)
   Leçon 13 (p. 159; pp. 159-160 A,B,C.)
   Leçon 15 (p. 181; p. 181 A,B.
   Leçon 17 (p. 201; p. 202 A,B)
   Leçon 19 (p. 233; p. 234 Exercise)

8. Compound tenses; Agreement of Past Participles
   (TLW) Lesson 9 - pp. 37-38; p. 38 A; p. 39 B, D
   (F2) Lecon 6 - pp. 59-60; p. 60 A,B,C
   Leçon 12 - p. 136; pp. 136-137 A,B

9. Conditional Sentences
   (F2) Lecon 12 (pp. 133-134; p. 134 A,B,C,D; p. 136 E)
   (TLW) Lesson 10, p. 41; pp. 41-42 A,B; p. 43 D
   Tape - F3d

10. The Present Participle; Constructions with EN and APRÈS
   (F2) Leçon 23 - p. 276; pp. 276-277 A,B
   (TLW) Lesson 12 - p. 48; p. 49 A; p. 51 D.E

11. The Infinitive
   (TLW) Lesson 13 - pp. 52-54; p. 54-55 A,B; pp. 56-57 D.E.
   (F2) Leçon 24 - pp. 283; 285; 286-287; 288-290; p. 284 A,B,C;
   pp. 285-286 A, B; p. 287-288 A,B,C; p. 290 A,B,C

12. Meaning of verbs used reflexively and nonreflexively
   (F2) Leçon 25 - p. 308; p. 309 A,B

13. Special uses of certain tenses
   (TLW) Lesson 11, p. 44; p. 45 A; p. 46 C,D,E

Foreign Language Department
Course of Study

French, Level III - Phase 1 - Overview

STORIES

1. Deux Lettres
   (F2) Leçon 19 - pp. 229-230; p. 230A

2. Le Marché au Village
   (F2) Leçon 21 - pp. 249-250; p. 250 A

3. L'automne aux champs
   (F2) Leçon 23 - p. 273; p. 274 A

4. Une escalade
   (F2) Leçon 25 - pp. 303-304; p. 304 A

5. Poil de Carotte
   (CP) pp. 1-2; p. 2 (I, II, III);
   Tape

6. Le Billet de Mille Francs
   (CP) pp. 7-8; p. 8 (I, II, III)
   Tape

7. La Conférence
   (CP) pp. 20-21; pp. 21-22 (I, II, III)

8. Le Lâche
   (CP) pp. 17-18; pp. 18-19 (I, II, IV)

CULTURE (French 1)

1. Un peu de géographie

2. Quelques grandes villes de France

3. Les Provinces Françaises
   1. La Bretagne
   2. La Normandie

4. Les Provinces Françaises
   1. La Touraine
   2. La Lorraine

5. Les Provinces Françaises
   1. Le Pays Basque
   2. La Provence

JOHN DEWEY HIGH SCHOOL
SOL LEVINE, PRINCIPAL

FOREIGN LANGUAGE DEPARTMENT
STEPHEN L. LEVY, CHAIRMAN

FRENCH, LEVEL III PHASE 1 (322) DIRECTED COMPOSITION

You are beginning to correspond with a pen pal in France. In your first letter to your new pen pal, you will tell him (her) about yourself. In 10 grammatically correct sentences in French, include the following information in your letter: the date, salutation and complimentary close; who you are; your age; a description of yourself; your family; the house and neighborhood in which you live; your school; your favorite pastimes or hobbies; what you would like to know about French life; your desire to receive mail from him (her).

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REQUIRED RESOURCE CENTER PROJECTS FOR STUDENTS
French, Level III Phase 1 (322)

In order to master a foreign language, it is necessary that you have as much drill and practice using the foreign language as possible. The following exercises, tapes, and readings will provide you with additional practice and drill in using the foreign language. Your teacher will make specific assignments from this list and it is your responsibility to make use of these materials, which are available in the Resource Center, and to submit your work to your teacher on time. Of course, if you wish, you may do all the work listed on this sheet.

1. Text - New Approach to French (NATF)

2. Time: NATF - p. 51 B

3. Double Object Pronouns: NATF - p. 260 D

4. Verbs - present and imperative: NATF - p. 96 B,D

5. Passé composé - NATF 133 B,C; NATF 135 B

6. Imperfect - NATF 193 B

7. Future and conditional: Future - NATF 199 B; Conditional - NATF 284 B

8. Reflexive Verbs: NATF - p. 232 B,C; 234 C

9. EN: NATF - p. 185 A

10. Culture: French 1:
    a. Un peu de géographie, p. 120; Filmstrip: La France: Géographie Économique
    b. Quelques grandes villes de France, p. 195.
    c. Les provinces françaises, p. 267; Filmstrip: La France C 117); La Normandie.
    d. Les provinces françaises, p. 338; La Touraine, La Lorraine.
    e. Les provinces françaises, p. 408; Le Pays Basque, La Provence

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DR. JOSHUA SEGAL, PRINCIPAL

FOREIGN LANGUAGE DEPARTMENT
STEPHEN L. LEVY, CHAIRMAN

Course of Study

FRENCH, LEVEL IV — 327 — 5 Phases

Phase 1

A harmonious integration of listening, speaking, reading and writing in French. The emphasis is on speaking the foreign language based on a study of various aspects of contemporary life in France.

Prerequisite: Completion of Level III or equivalent.

Specifice Aims and Objectives:

(1) To develop increased competence in understanding French when spoken by a native speaker of the language.

(2) To develop increased competence in the ability to carry on a conversation in French, using the correct sound system, vocabulary and structures on topics based on reading selections, cultural items, or individual interests.

(3) To develop increased competence in the ability to read both intensively and extenxively in French with direct comprehension and enjoyment.

(4) To develop increased competence in writing French.

(5) To develop increased understanding of France and the French-speaking people, their way of life, their contemporary problems, and their contributions to the world civilization and to the civilization of the United States.

Textbooks:

Bauer. La France Actuelle. Houghton Miflin Company

New York City Foreign Language Program for Secondary Schools: French Levels 1-5. Board of Education of the City of New York.

WEEK 1

(1) Introduction and presentation of leitmotiv for Phase 1:Qu'est-ce qu'un Francais et quelle sorte de pays habite-t-il?
(2) Reading: "La France Vue Par Les Américains.": pp 3-5
(3) Reading: "Ma Chère Marie, Reviens": pp 6-7
(4) Laboratory drill: pp 8-9, selected structures.
(5) Dialogue No 1, pp 7-8
(6) Written rejoinder drill: Travel situation of dialogue 1

(continued)

Foreign Language Department
Course of Study (continued)

French, Level IV, Phase 1 (327) (continued)

WEEK 2

(1) Reading: "Le Peuple Français": pp 54-56
(2) Laboratory drill: pp 58-59, selected structures.
(3) Dialogue No 7, pp 57-58
(4) Reading: "Les Classes Sociales": pp 61-63
(5) Aural rejoinder drill: restaurant situation of dialogue 7

WEEK 3

(1) Reading: "Les Classes Sociales": pp 61-63 (continued)
(2) Reading: "La Classe Ouvrière": pp 63-65
(3) Laboratory drill: pp 66-68, selected structures.
(4) Original dialogue creation: American student inquires about the social situation of a French worker.

WEEK 4

(1) Reading; "Les Classes Sociales": pp 69-73
(2) Reading: "Une Conquête Difficile": pp 73-75
(3) Laboratory drill: pp 76-78, selected structures.
(4) Original dialogue creation: An aristocratic girl asks her father's permission to date a working class boy.

WEEK 5

(1) Reading: "L'Ouvrier": pp 88-89
(2) Laboratory drill: pp 92-93, selected structures
(3) Dialogue No. 11, pp 91-92
(4) Reading: "Le Caractère": pp 94-95
(5) Cumulative Test

WEEK 6

(1) Reading: "Qu'est-ce qu'un Francais?": pp 96-97
(2) Laboratory drill: pp 98-99, selected structures
(3) Dialogue No. 14, pp 114-115
(4) Laboratory drill: pp 115-117, selected structures
(5) Debate: L'idéal de la devise "Liberté , Egalité Fraternité" est il plus facilement trouvable en France ou aux U.S.A?

WEEK 7

(1) Reading: "Le Caractère": pp 118-120
(2) Laboratory drill: pp 123-125, selected structures
(3) Reading: "L'Enseignement": pp 193-194
* (4) "L'Enseignement": pp 210-212 * -

* Optional selection, to be used if time permits

NOTE: All pages cited refer to Bauer. La France Actuelle

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JOHN DEWEY HIGH SCHOOL
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FOREIGN LANGUAGE DEPARTMENT
STEPHEN L. LEVY, CHAIRMAN

COURSE OF STUDY

HEBREW, LEVEL IV | 346 | 5 Phases

PHASE I - CONTEMPORARY LIFE IN ISRAEL

A harmonious integration of listening, speaking, reading and writing in Hebrew. The emphasis is on speaking the foreign language based on a study of various aspects of contemporary life in Israel.

Prerequisite: Completion of Level III or equivalent.

SPECIFIC AIMS AND OBJECTIVES:

(1) To develop increased competence in understanding Hebrew when spoken by a native speaker of the language.

(2) To develop increased competence in the ability to carry on a conversation in Hebrew, using the correct sound system, vocabulary and structures on topics based on reading selections, cultural items or individual interests.

(3) To develop increased competence in the ability to read both intensively and extensively in Hebrew with direct comprehension and enjoyment.

(4) To develop increased competence in writing Hebrew

(5) To develop increased understanding of Israel and the Hebrew speaking people, their way of life, their contemporary problems, and their contributions to the world civilization and to the civilization of the United States.

	For Students	For Teachers
Textbooks:	Fluent Hebrew (F.H)	Hebrew Syllabus (C.B.)
	Israel the Promised Land (I.P.L)	Dialogue Practice Sheets (D.P.S.)
	Modern Hebrew-Book 2 (M.H. 2)	Past Regents Exams

WEEK	THEME: EDUCATION AND SCHOOLS
1	1) Conversations - F.H.- pp. 16, Part 2, 27, 31, 53, 56, 61, 85
	2) Readings - F.H.- pp. 98, 141, 160, 186
	3) Culture - I.P.L.- Chapter 8 - pp. 73-78
	4) Structure review - F.H.- Plurals - pp. 297-298; pp. 341-344
	5) Vocabulary review - C.B.- P. 43; 1-5 p. 58-1
	6) Rejoinder - D.P.S.- I, XI ; Auditory comprehension - 6/68 -9, 14
	7) Original dialogue - First day at the Ulpan

(continued)

Foreign Language Department
Course of Study

Hebrew, Level IV - Phase I - (continued)

WEEK 2

THEME: SETTLING IN ISRAEL

1) Conversations - F.H.- pp. 23, 46
2) Readings F.H.-pp. 104, 108, 132, 184
3) Culture - I.P.L. - Chapter 5 - pp. 39-44; C.B.- p. 68(7)
4) Structure review - F.H.- Possessive endings - pp. 317-18; 324-26; 341-44; 315
5) Vocabulary review - C.B. - p. 43: 6-9; p. 59: 4, p. 61: 20
6) Rejoinder ; Auditory Comprehension 6/68 - 15
7) Composition - The problems of a new settler

WEEK 3

THEME: DAILY LIFE IN ISRAEL (Shopping, restaurant, bank, post office, doctor, dentist, etc.)

1) Conversations - F.H. - pp. 38, 49, 65, 68, 79
2) Readings - F.H.- pp. 163, 167, 174, 175, 176
3) Structure review - F.H. - Use of"l" to show possession pp. 329-330
4) Vocabulary review - C.B.- p. 43:10,11; p. 45:18,22,21; P.46:25,26,29 p. 47:33; p. 58:3, p. 60:14,15
5) Rejoinder - D.P.D. - III, VIII, IX, S, XII, XIII, XVI, XX
   6/60-B
   Auditory comprehension - 6/68 - 4,6
6) Original skits - at various stores

WEEK 4

THEME: CULTURAL ACTIVITIES (Holiday, movies, theater, sports, museums, architecture, touring)

1) Conversations - F. .-pp. 59, 82, 88, 133 - lines 13-16
2) Readings - F.H.- pp. 110, 151, 180, 181, 195, 196, 197, 199
3) Structure review - F.H.-Pronouns with prepositions - pp. 320-323
4) Vocabulary review - C.B.-p. 44:13, p. 45:20, p. 47:32, p. 60:13, p. 61:17, p. 62:25
5) Rejoinder - D.P.S.-V, VII, XVII, XXIV ; Auditory Comprehension
6) Composition - An interesting film (show, game) that I saw
7) Culture - I. .L.- Chapter 11 - pp. 91-95 (Leisure)
8) Culture - I.P.L. Chapter 9 - pp. 79-85 (Holidays)

(continued)

Foreign Language Department
Course of Study

Hebrew, Level IV - Phase I - (continued)

WEEK 5

THEME: TRAVELING (Means of transportation, hotels, etc.)

1) Conversations - F.H.- pp. 4, 42, 72, 75, 77
2) Readings - F.H. - pp. 138, 165, 172, 178, 189, 190, 193, 195
3) Structure review - F.H.- Alphabet & Dictionary - pp. 152, 153, 291
4) Vocabulary review - C.B. - p. 43:9; p. 46:28; p. 47:31; p. 61:21,22; pp. 67-68
5) Rejoinder - D.P.S.,-IV,XIV,XXI ; Auditory Comprehension 6/70-4
6) Original skits - traveling by bus, car, taxi, train, registering in a hotel.
7) Mid Phase Exam - Phase I

WEEK 6

THEME: TOURING IN ISRAEL: MAJOR CITIES

1) Conversations - F.H. - pp 9, 91
2) Readings - F.H.- pp. 113 (Tel Aviv), p. 117 (Jerusalem), p. 120(Haifa), p. 135 (General Touring)
3) Culture - I.P.L.- Chapter 2 - pp. 19-22 (Geography of Israel)
4) Structure review-F.H.-Numbers to 1000 - pp.155-156, -p.15
5) Vocabulary review - C.B. - p. 56
6) Rejoinder - 6/70 ; Auditory Comprehension 6/70 -5,8 6/68
7) Composition - My trip to .....

WEEK 7

THEME: TOURING IN ISRAEL: VISITING OTHER REGIONS

1) Readings - F.H. - pp. 123 (Akko), p. 125 (Tiberias), p. 128 (Safed), p. 154 (Huleh Valley), p. 158 (Negev), p.159(Dead Sea), p. 168 (Ramat Gan); p. 171 (Village)
2) Culture - I.P.L.- Chapter 2 - pp. 14-22
3) Structure review - Adjectives - Demonstratives - p. 311
4) Vocabulary review - C.B. - p. 56
5) Rejoinder D.P.S. - XXIII ; Auditory Comprehension 6/70-2,4 6/68-11,12,13
6) Original skits - Trips to various places
7) Phase project presentation - Dramatic presentation of vignettes summarizing the different aspects of contemporary life in Israel.

NOTES:

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FOREIGN LANGUAGE DEPARTMENT
STEPHEN L. LEVY, CHAIRMAN

Course of Study

Revised 6-70

ITALIAN, Level I

348 - 353

5 Phases

Phase 1 (348)

An introduction to the Italian language and culture. Emphasis on the listening and speaking skills. Introduction to reading and writing of material mastered audiolingually. The influence of Italian language and customs on English and the American way of life.

Specific Aims and Objectives:

(1) To develop skills in listening and speaking by means of simple patterns and dialogues.

(2) To develop and cultivate proper pronunciation and intonation patterns.

(3) To read and write that which has already been mastered orally.

(4) To develop in the student a familiarity with the culture of the Italian speaking people.

Textbooks:

Russo. Primo Corso d'Italiano. New York. D.C. Heath

New York City Foreign Language Program for Secondary Schools: Italian, Levels 1-5, Board of Education of the City of New York

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WEEK
1

Present:
(1) Buon Giorno. Arrivederci. Ciao.
(2) Signore. Signora. Signorina. Signor when followed by surname.
(3) Come si chiama Lei? Io mi chiamo...
Come si chiama il direttore? la maestra?
il presidente? l'alunno?
(4) Cardinal numbers (1-10)
(5) I giorni della settimana sono sette:
lunedi, martedi, mercoledi...
(6) Culture: Why are we interested in the study of Italian?
IMPORTANT ITALIANS IN AMERICAN HISTORY

(continued)

Foreign Language Department
Course of Study (continued)

Italian,Level I, Phase 1 (348) (continued)

WEEK 2

Review and drill material presented in the first week.
Dictation based on material taught in the first week.

Present:
(1) Che è questo? Questo è un libro, un quaderno, un banco, un quadro...
(2) È questo un libro? Si, è un libro. No, non è un libro, è un quaderno.
(3) Alphabet (A - L)
(4) Come sta? Bene (male, così), grazie. E Lei?
(5) Culture: Why are we interested in the study of Italian? ITALIAN INFLUENCE IN THE UNITED STATES:

WEEK 3

Review all material presented in weeks 1 and 2

Present:
(1) Mi mostri il libro. Ecco il libro. (Pattern to be continued with other nouns preceded by a definite article: la penna, il banco, la sedia, la scrivania).
(2) Plural of nouns preceded by the definite articles il and la: Ex.: il libro - i libri, la penna - le penne, etc. Elicit from class: Nouns ending in a are feminine; nouns ending in o are masculine
(3) Di che colore è il gesso? Il gesso è bianco. (continue adjectives of color)
(4) Alphabet (M - Z)
(5) Culture: Why are we interested in the study of Italian? Italian influence in the United States: Fashion, Architecture and Furniture.

WEEK 4

Review all material presented thus far.

Present:
(1) Preposition di: (Di che e il libro? Il libro è di carta) P. 27
(2) Present tense of essere - Dove siamo? pp. 30-31; Ex. A,B, p. 31
(3) Chi è Lei? Io sono l'alunno. Chi è Paolo? Paolo è l'alunno. Chi sono Paolo e Pietro. Paolo e Pietro sono due alunni.
(4) Dialogues I, III - p. 101 (Phonology C & G)
(5) Culture: Italian influence in New York City.

(continued)

Foreign Language Department
Course of Study (continued)

Italian, Level 1, Phase 1 (348)(continued)

WEEK 5 — Review oral and written rejoinders, reviewing material taught in week four.

Present:
(1) Nel Giardino (page 37)
Che è la rosa? Che è la pera? Le piace la frutta,
Le piacciono i fiori? (Ex. A, page 38)
(2) Cardinal numbers (10 - 30)
(3) Animali domestici (p. 33) (Ex. A,B, p. 34)
(4) Lettura (p. 69) Conversazione
(5) Culture: Why are we interested in the study of Italian?
ITALIAN INFLUENCES ON THE ENGLISH LANGUAGE.
(6) Comprehensive test

WEEK 6 — Review all material presented thus far.

Present:
(1) First conjugation - present.
(2) Lettura (p. 72) Conversazione (Ex. B,C,D,p. 74)
(3) Song: "Nella Vecchia Fattoria"
(4) Idiomatic expressions: a domani, a lunedi, a stasera, a bassa voce, ad alta voce, tante grazie, tutti i giorni, va bene!
(5) Dialogues II, IV, V, VI. p. 101
(6) Culture: Why are we interested in the study of Italian?
VOCATIONAL AND AVOCATIONAL INTERESTS.

WEEK 7 — Thorough review of all material presented thus far.

Present:
(1) Lettura, p. 75. Conversazione
(2) Indefinite articles. (il libro - la penna)
(un libro - una penna)
Ex.B(2,3,5,8,9,13,14,15,17,18) p. 77
(3) Lettura Chi è Roberto? p. 75 Conversazione, p. 78

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FOREIGN LANGUAGE DEPARTMENT
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Course of Study

Revised 6-70

ITALIAN, Level II

354 - 358

5 Phases

Phase 1 (354)

Drill and practice in listening and speaking the language. Introduction to more complex structural patterns. Greater concentration on reading and writing skills. Discussion of Italy through 1870 including History, Literature, Art, Music, and Science of the period.

Prerequisite: Completion of Level I or equivalent.

Specific Aims and Objectives:

(1) To continue to develop skills in listening and speaking by means of patterns and dialogues.

(2) To develop the reading skill of the pupil, concentrating on his ability to comprehend progressively difficult material.

(3) To reinforce the aural-oral and reading skills through writing the material already learned orally or during the reading lessons.

(4) To continue to familiarize the student with the history and culture of the Italian speaking people.

Textbooks:

Russo. Primo Corso d'Italiano. D.C. Heath
Speroni. L'Avventure di Giovanni. Passaguai. Holt-Rinehart-Winston

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WEEK

1 (1) Thorough review of all regular verbs in the Present, Passato Prossimo, and Future tenses. Drills pp. 74-81; 88, 98; 146; 162; 182; 192
(2) Dialogue, Lo Zuccone (supplementary sheet)
(3) Rejoinders
(4) Culture: The Foundation of Rome.

(continued)

Foreign Language Department
Course of Study

Italian, Level II Phase 1 (354) (continued)

WEEK 2

(1) Nouns and adjectives in io. p. 182
(2) Lettura, p.179 - Conversazione
(3) Review essere, avere - p. 137; andare - fare - p. 232; dare-stare-p. 236
(4) Review prepositions with definite article
(5) Auditory Comprehonsion
(6) Culture: Great Roman Emperors.

WEEK 3

Review prepositions with definite article p. 111; p. 115; p. 119

Present:
(1) Reflexive verbs (lavarsi, vestirsi, sedersi, alzarsi, scusarsi), p. 189 D; Pattern Drills.
(2) Lettura, p. 184
(3) Some diminutives, p. 205
(4) Supplementary Reading Passage.
(5) Culture: Rise and Fall of the Roman Empire

WEEK 4

Review material from weeks 1 - 3

Present:
(1) Use of possessives, p. 204 (distinction between il tuo, il suo, etc.)
(2) Lettura, p. 202 - Conversazione
(3) Giovanni Passaguai: "Il Ritratto", p. 3
(4) Culture: The Middle Ages - Barbarians invade Italy.

WEEK 5

Review Lezione XVI, Ex. I - III; V; VI; VIII
Present:
(1) Future of auxiliary verbs avere & essere - Ex. A,B,C - P. 210
(2) Idiomatic expressions with andare (per mare, a caccia, a cavallo, in aeroplano, in automobile, in bicicletta, in carrozza, a passeggio, a piedi, a prendere, qualche cosa, al cinema, a teatro, su e giu).
(3) Giovanni Passaguai: "La Povera Vecchia", p. 9
(4) Rejoinders
(5) Test

(continued)

Foreign Language Department
Course of Study

Italian, Level II Phase 1 (354) (continued)

WEEK
6

Review Present tense of dare and stare (Ex. A,B,C, p. 237)

Present:
(1) Lettura, p. 234
Conversazione
(2) Position of adjectives, p. 225 Ex. A,B
(3) Giovanni Passaguai: "Il buon pattinatore" p. 15
Composition
(4) The rise of Charlemagne

WEEK
7

Review use of the possessives

Present:
(1) Commands p. 278
(2) Lettura, p. 277
Conversazione
(3) Rejoinders
(4) Supplementary Reading Passage
(5) Culture: Rise of free cities.
Beginning of a long struggle between Popes and Emperors.

NOTES:

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Stephen L. Levy, Chairman

COURSE OF STUDY

Revised 6-70

Italian, Level III

359 - 364

5 Phases

Phase 1 (359)

Reinforcement of patterns learned in Levels I and II. Further development of structural patterns. Increased exposure to reading and writing the language. Discussion of Italy from 1870 through the present including History, Literature, Art, Music and Science.

Prerequisite: Completion of Level II or equivalent.

Specific Aims and Objectives:

(1) To continue the development of skill in listening and speaking through increasingly difficult patterns, dialogues and directed conversations.

(2) To increase focus on reading and writing through carefully controlled and directed activities.

(3) To continue to familiarize the stduents with the history and culture of the Italian speaking people.

Textbooks: Russo. Secondo Corso d"Italiano. D.C. Heath.
New York City Foreign Language Program for Secondary Schools: Italian: Levels 1-5. Board of Education of the City of New York,

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WEEK 1

Review: (1) Articles (il, lo, la, i, gli, le)
(2) Verbs (regular, irregular in the present, passato prossimo, future and passato remote in declarative, interrogative and negative statements. The imperative.)
(3) General conversational questions (weather, date, age, health, name, sports, colors, etc.)

Present: (1) Rejoinders
(2) Culture: Events following the unification of Italy.

(continued)

Italian, Level III, Phase 1 (359) (continued)

WEEK 2

Reinforce the tenses covered in week 1.
Review: (1) Comparison of equality and inequality - adjectives of size and color.
(2) Contrast use of imperfect and passato prossimo.

Present: (1) Lettura: "Trentanove", pp. 259-260; Domande.
(2) Audiotry Comprehension
(3) Culture: Why did Italy enter World War I?

WEEK 3

Reinforce material presented in weeks 1 and 2.
Review: (1) Partitive construction
(2) Possessive adjectives
(3) Contrast imperfect and passato remoto.

Present: (1) Lettura: "Cicci pensa al matrimonio," p. 267
(2) Ordinal numbers and fractions, p. 300 Ex. A, B, p. 302
(3) Rejoinders
(4) Culture: Rise of Fascism in Italy.

WEEK 4

Reinforce material presented in preceding weeks.
Review: (1) Reflexive verbs (chiamarsi, lavarsi, vestirsi, sedersi, scusarsi, etc.)
(2) Contractions of prepositions and definite articles, Ex. A, B, p. 8.
(3) Numbers 1 - 1.000.000

Present: (1) Some irregular past absolutes, Ex. C, p. 305.
(2) Lettura: "Heinz," p. 277. Conversazione.
(3) Auditory Comprehension
(4) Culture: Mussolini and the Second World War.

WEEK 5

Reinforce material presented in week 4.
Review: (1) Difference between sapere and conoscere.
(2) Relative pronouns: che, il, quale, cui, il cui.

Present: (1) Lettura: "La discoteca di Valeria," p. 282
(2) Auditory Comprehension
(3) Culture: The Constitution of the Italian Republic.
(4) Mid-Phase Examination

(continued)

Italian, Level III, Phase 1 (359) (continued)

WEEK 6

Reinforce material presented in preceding week.
Review: (1) Absoluto superlativo, Ex. A, C p. 67
(2) Adverbs of manner, p. 120
(3) Future perfect, p. 304; Ex. A, B. p. 305

Present: (1) Lettura: "Musica," p. 299; Conversazione
(2) Orthographic changing verbs (giocare, pagare, baciare, viaggiare, studiare, crescere) p. 126 Ex. B, C, D, p. 128
(3) Auditory Comprehension
(4) Culture: Current Events in Italy.

WEEK 7

Reinforce material presented in preceding week.
Review: (1) Direct and indirect object pronouns.
(2) Disjunctive pronouns, pp. 110-111
(3) Idiomatic use of "a" and "di" pp. 121-122

Present: (1) Impersonal contractions
(2) Lettura: "Presenza di spirito d'un ufficiale,", pp. 309-310.
(3) Rejoinders

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COURSE OF STUDY

Italian, Level IV 365 5 Phases

Phase 1 - Literature

A harmonious integration of listening, speaking, reading and writing in Italian. The emphasis is on speaking the foreign language based on a study of v arious aspects of literature in the Spanish-speaking countries.

Prerequisite: Completion of Level III or equivalent.

SPECIFIC AIMS AND OBJECTIVES:

1) To develop increased competence in understanding Italian when spoken by a native speaker of the language.

2) To develop increased competence in the ability to carry on a conversation in Italian, using the correct sound system, vocabulary and structures on topics based on reading selections, cultural items or individual interests.

3) To develop increased competence in the ability to read both intensively and extensively in Italian with direct comprehension and enjoyment.

4) To develop increased competence in writing Italian.

5) To develop increased understanding of the Italian world and the Italian speaking people, their way of life, their contemporary problems, and their contributions to the world civilization and to the civilization of the United States.

Textbooks:

Speroni-Golino: Leggendo e Ripassando

New York City Foreign Language Program for Secondary Schools: Italian, Levels 1-5, Board of Education of the City of New York.

WEEK

1 Present
1) Questions pertaining to literature:
a) Chi e il suo scrittore preferito?
b) Che tipo di romanzo preferisce lei?
c) Quali scrittori italiani conosce lei?
2) Allesandro Manzoni, I Promessi Sposi
3) Vasco Pratolini, Idillio; p. 13-14
Esercizio A,B. p. 15-16; Esercizio A,B p. 16-17
4) Auditory Comprehension
5) Rejoinders

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2 Review
1) The indicative mood p. 38-41; p 58-61
2) The pronoun p. 48-52
Present
1) Giuseppe Tommasi di Lampedusa, Viaggio a Donnafugata, p. 22-24. Esercizio A,B,C, p. 25. Esercizio A,B, p. 35-36.
2) Luigi Pirandello, Cosi è (se vi pare) p. 32-34
Esercizio A,B,C. p 35 ; Esercizio A,B. p. 35-36
3) Massimo Bontempelli, L'amico di Florestano p 43-45.
Esercizio A,B,C, p. 46; Esercizio A,B p. 46-47.
4) Discussion of Pirandello and question of "identity"

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3 Review
1) The conditional mood p. 78-80
2) The possessive adjectives and pronouns p. 86-88
Present
1) Carlo Levi, Il Cane Barone, p. 53-55
Esercizio A,B,C. p 56; Esercizio A,B p. 56-57
2) Carlo Cassola, L'Ultima Sera di Carnevale p. 62-64
Esercizio A,B,C p 65-66; Esercizio A,B p 66-67
3) Domenico Rea, A domenica p 73-75
Esercizio A,B,C p 76-77; Esercizio A,B p. 77-78
4) Composition: Character study of a person in a story read; analysis of one story.

4 Review
1) The subjunctive p. 98-101
2) Cardinal numberals, dates, age, time of day
Present
1) Eugenio Montale, Meriggiare, p 81-82
Esercizio A,B,C p 83; Esercizio A, B p 83-84
2) Giorgio Bassani, Una Telefonata, p. 90-93
Esercizio A,B,C p. 94-95; Esercizio A,B p. 95-96
3) Giovanni Testori, Triste Ritorno, p. 102-105
Esercizio A,B,C, p. 106-107; Esercizio A,B p. 107-108
4) Preparation of phase reports.

WEEK

5

Review
1) The partitive
2) The imperative

Present
1) Natalia Ginzburg, Passano le Stagioni p 109-111.
Esercizio A,B,C, p. 112; Esercizio A,B, p 113-114
2) Francesco Jovine, Nella Biblioteca di Don Benedetto p 123-125. Esercizio A,B,C, p 126; Esercizio A,B, p 127.
3) Mid-phase examination

6

Review
1) Negative verbs
2) Comparison of adjectives

Present
1) Ugo Betti, Una Visita Inaspettata, p 133-137
Esercizio A,B,C, p 138; Esercizio A,B, p 139-140
2) Guido Piovene, Chicago, p. 145-146
Esercizio A,B,C, p 147-148; Esercizio A,B, p 148-149
3) G.A. Cibotto, Alla Stazione, p. 157-160
Esercizio A,B,C p 161; Esercizio A,B, p. 161-162
4) Rejoinders

7

Review
1) Infinitive, Gerund, Present Participle, Past Participle, Prepositions.
2) Special Constructions with fare, the verb piacere, the adverb mica.
3) The Reflexive verbs, the passive voice, the impersonal construction, special constructions with the reflexive and the adverb ne.

Present
1) Ardengo Soffici, Sulla Piazza del Villaggio, p. 171-172
Esercizio A,B,C, p 173-174; Esercizio A,B, p. 174-175
2) Alberto Moravia, La Concorrenza, p. 179-181
Esercizio A,B,C, p. 182; Esercizio A,B, p. 182-183
3) Reports.

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Stephen L. Levy, Chairman

COURSE OF STUDY

SPANISH, LEVEL I | 367 - 372 | 5 Phases

Phase 1 (367) | Revised 7/71

An introduction to the Spanish language and culture. Emphasis on the listening and speaking skills. Introduction to reading and writing of material mastered audio-lingually. The influence of Spanish language and customs on English and the American way of life.

Specific Aims and Objectives:

(1) To develop skills in listening and speaking by means of simple patterns and dialogues.

(2) To develop and cultivate proper pronunciation and intonatuon patterns.

(3) To read and write that which has already been mastered orally.

(4) To develop in the student a familiarity with the culture of the Spanish speaking people.

Textbooks:

John W. Oller. La Familia Fernández. Encyclopaedia Britannica.

New York City Foreign Language Program for Secondary Schools: Spanish, Levels 1-5. Board of Education of the City of New York.

Suggested Procedures:

The Encyclopaedia Britannica materials are a multi-media approach to foreign language instruction. The series consists of a film, a filmstrip and tapes for each lesson. There is a teacher's manual to the text and a student text that is composed of pictures taken from the filmstrips and a basic textbook.

To implement this series, the following procedures are suggested:

1. Present the film. Have the students LOOK and LISTEN.
2. Elicit in ENGLISH the facts of the film:
   a. where does it take place
   b. characters
   c. story line
3. Using the filmstrip, drill each segment of the dialogue.
4. Test mastery through use of DIRECTED DIALOGUE.

Foreign Language Department
Course of Study

Spanish, Level I, Phase 1 (367) (continued)

WEEK I (Days 1-4)

1. Greetings, Names (senor, senorita, senora).
2. Classroom directions in Spanish.
3. Culture on Mexico
   a. Homework: List five facts about Mexico City.
   b. Outline map of Mexico.
4. Dialogue # 1 (lines 1-5; 6-10; 11-18) using film and filmstrip and tape 1A Ex. p. 3B a, p. 11 5 D.

Audio-Visual Materials:

1. Scott Transparencies # 1 - Greetings
2. Beginning Spanish Through Pictures and Stories: Picture 8 - classroom scene (read, look, open, stand)

Appendix:

EL ESPAÑOL AL DÍA, I: "Prólogo" - " Aquí tiene usted su pasaporte!" To be read by the students in the resource center and answer the question sheet based on this selection. The sheet is available to the students in the resource center. A copy is appended to this course of study.

WEEK 2 (Days 5-8)

1. Numbers 1-19; p. 4 c (d)
2. Using supplementary cue sheet 1 and T Ex. 1 c PRESENT estar; Ex. p. 6 4C a,b (Cut out pictures illustrating estar) Use model sentences in drills that indicate the basic uses of estar: HEALTH, LOCATION, RESULT OF AN ACTION. Vocabulary, NYCS Topic # 17 - Health; TS # 11.
3. Narration, p. 7 4E a,b (T Ex. 1E)
4. Addition of numbers

Audio-Visual Materials:

BSPS # 9 (El Recreo) for teaching estar

Appendix:

estar; (Language Laboratory) NYC Tape # 14

EL ESPAÑOL AL DÍA, I: (estar) p. 132 Práctica; p. 134 B, C

Foreign Language Department
Course of Study

Spanish, Level I, Phase 1 (367) (continued)

WEEK 3 (Days 9-12)

1. Dialogue # 2 p. 5 (lines 1-11; 12-19); p. 5 Ex. 4B a,b.
2. Using supplementary cue sheet # 2 and T 2 C PRESENT ir: p. 9 Ex. 5 C a,b,c
3. Days of the week. Song on the days of the week.
4. Culture: Spanish architecture - how it is similar to and different from American architecture.
5. Use Narration p. 12 5E and Tape Ex. 2 E.

Appendix:

EL ESPAÑOL AL DÍA, I: Culture: Read pp. 376-377
EL ESPAÑOL AL DÍA ,I: ir: p. 117 A (6)
Language Laboratory: NYC Tape # 15 - ir
EL ESPAÑOL AL DÍA, I: Days of the week: p. 171 E

WEEK 4 (Days 13-16)

1. Review and drill lines of dialogues 1 and 2 via Ex. p. 115 D and p. 115 Ex. 6 D, dictation, general questions (¿qué, ¿quién, ¿a quién, ¿con quién)
2. Classroom vocabulary: NYCS Topic # 7
3. Building vocabulary: NYCS Topic # 5
4. Dialogue # 3, p. 8 (lines 1-6, 7-10, 11-14); p. 8 Ex. 5 B

Audio-Visual Materials:

BSPS: # 8 (La escuela) for classroom vocabulary

Appendix:

EL ESPAÑOL AL DÍA, I: Classroom vocabulary: p. 15; vocabulary list, p. 15 A

WEEK 5 (Days 17-20)

1. Using supplementary cue sheet and Tape 3 C PRESENT querer, p. 13 6C a,b.
2. Narration, p. 15 6E a,b.
3. Review and drill dialogue # 3, p. 13 6C (Oral and written rejoinders, dictation)
4. MID-PHASE EXAMINATION

Appendix:

querer: (Language Laboratory): NYC Tapes # 40, 41
EL ESPAÑOL AL DÍA, I: p. 170 A, p. 117 A 1,2,5

Foreign Language Department
Course of Study

Spanish, Level I, Phase 1 (367) (continued)

WEEK 6 (Days 21-24)

1. Numbers 20-30 (addition and subtraction)
2. Classroom vocabulary
3. General question tape
4. Numbers 30-40 (multiplication)
5. Crossword puzzle based on all the vocabulary of the phase.

Appendix:

Numbers: EL ESPAÑOL AL DÍA, I: p. 18 b,c
Classroom vocabulary - filmstrip and record in resource center.

WEEK 7 (Days 25-28)

1. Auditory Comprehension based on dialogues 1-3.
2. Culture: filmstrip on Mexico
3. Vocabulary on SHOPS and STORES: NYC Syllabus Topic # 31 (combine with use of estar). BSPS # 10 (La ciudad).
4. Reading comprehension based on dialogues 1-3.

NOTES:

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Stephen L. Levy, Chairman

Spanish, Level I, Phase 1 (367) - OVERVIEW

Dialogues:

1. Dialogue # 1 page 3 (Cue Sheet # 1); p. 3 Ex. 3 B a,b
   Narration, page 7 Exercise 4 E a,b

2. Dialogue # 2 page 5 (Cue Sheet # 2); p. 5 Ex. 4 B a,b; p. 6 4C b
   Narration, page 12 Exercise 5 E

3. Dialogue # 3 page 8 (Cue Sheet # 3); p. 8 Ex. 5 B (1-10)
   Narration, page 15 6E a,b

Structures:

1. estar p. 6 4C a,b

2. ir p. 9 Ex. 5 C a,b,c

3. querer p. 13 Ex. 6 C a,b

General Questions:

General Question Tape in the Language Laboratory

Vocabulary:

1. Numbers 1-40 (addition (y); subtraction (menos); multiplication (por))

2. Health

bien	la enfermedad	el resfriado
el dolor	enfermo	la salud
el dolor de cabeza		

3. Classroom

el asiento	la puerta	la tiza
el borrador	el pupitre	la ventana
el cuadro	la regla	
el mapa	el reloj	abrir
la mesa	la silla	aprender
la pared	la tinta	estudiar
la pizarra		

continued

Spanish, Level I, Phase 1 (367) - OVERVIEW (continued)

Vocabulary (continued):

4. Buildings

la casa	el hotel	el palacio
el edificio	la iglesia	el puente
la estación	el museo	el templo
el hospital		

5. Shops and Stores

la bodega	la panadería	la zapatería
la carnicería	el precio	
el dinero	el supermercado	comprar
la farmacia	la tienda	valer
el mercado	la tienda de ropa	vender

6. Days of the Week

domingo	martes	sábado
jueves	miércoles	viernes
lunes		

Culture:

1. Make a map of Mexico

2. Read: EL ESPAÑOL AL DIA, I: Prólogo: "Aquí tiene usted su pasaporte"
   See question sheet based on reading.

3. Read: EL ESPAÑOL AL DIA, I: pp. 376-377.

4. Spanish architecture: How is it different from American architecture?
   What does the typical Spanish house look like?

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REQUIRED RESOURCE CENTER PROJECTS FOR STUDENTS
Spanish, Level I, Phase 1 (367)

In order to master a foreign language, it is necessary that you have as much drill and practice using the foreign language as possible. The following exercises, tapes and readings will provide you with additional practice and drill in using the foreign language. Your teacher will make specific assignments from this list and it is your responsibility to make use of these materials, which are available in the Resource Center, and to submit your work to your teacher on time. Of course, if you wish, you may do all the work listed on this sheet.

1. EL ESPAÑOL AL DIA, I: Read the "Prólogo" - "Aquí tiene usted su pasaporte." Then, answer the question sheet based on this selection that is available to you in the Resource Center.

2. ESTAR: EL ESPAÑOL AL DIA, I: p. 132 Práctica; TAPE: NYC Tape # 14.

3. EL ESPAÑOL AL DIA, I: Culture (Spanish Architecture). Read pp. 376-377.

4. IR: EL ESPAÑOL AL DIA, I: p. 117 A (6); TAPE: NYC Tape # 15.

5. Days of the Week. EL ESPAÑOL AL DIA, I: p. 171 E.

6. Classroom vocabulary. EL ESPANOL AL DIA, I: p. 15 vocabulary list; p. 15 A. Filmstrip and record in the Resource Center.

7. QUERER. EL ESPAÑOL AL DIA, I: p. 170 A; p. 117 A (1,2,5); TAPE: NYC Tapes # 40, 41.

8. Numbers. EL ESPAÑOL AL DIA, I: p. 18 b, c.

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Spanish, Level I, Phase 1

SCRIPT FOR GENERAL QUESTION TAPE

(Based on classroom objects)

1. ¿Dónde está el borrador?
2. ¿Dónde está la tiza?
3. ¿Dónde está la profesora?
4. ¿Dónde están las sillas?
5. ¿Dónde están los asientos?

a

ANSWER AFFIRMATIVELY:

6. ¿Está el borrador en la pizarra?
7. ¿Está el papel en la mesa?
8. ¿Está el alumno en la clase?
9. ¿Están los cuadros en la pared?
10. ¿Están los pupitres en la clase ?

(Based on ir, days and building vocabulary)

11. ¿A dónde van ustedes?
12. ¿A dónde va usted?
13. ¿A dónde van Emilio y Enrique?
14. ¿A dónde van ustedes el sábado?
15. ¿Qué día de la semana es hoy?
16. ¿Qué día es mañana?
17. ¿Cuáles son los días de la semana?
18. ¿Va usted a la escuela el sábado ?

ANSWER NEGATIVELY:

19. ¿Va usted al templo?
20. ¿Va usted a la iglesia?
21. ¿Van ustedes al hospital hoy?
22. ¿Dónde está el museo? (LOCATION)
23. ¿Dónde está el hotel?

ANSWER AFFIRMATIVELY:

24. ¿Hay un puente en Brooklyn?
25. ¿Hay un palacio en España?
26. ¿Hay cuadros en la iglesia?
27. ¿Hay hoteles en Nueva York?
28. ¿Hay museos en México?
29. ¿Hay cuadros en el museo?
30. ¿Hay tinta en la pluma?

ANSWER NEGATIVELY:

31. ¿Hay cuadros en la iglesia?
32. ¿Hay hoteles en Nueva York?
33. ¿Hay tinta en la pluma?

continued

Spanish, Level I, Phase 1 (367)
SCRIPT FOR GENERAL QUESTION TAPE (continued)

Questions with quien es? and SHOPS AND STORES:

1. ¿Quién es María?
2. ¿Quién es Imán?
3. ¿Quién es la profesora?

Questions with Va usted? and SHOPS AND STORES:

4. ¿Va usted a la carnicería?
5. ¿Va usted a la bodega hoy?
6. ¿Van ustedes a la farmacia hoy?

ANSWER NEGATIVELY:

7. ¿Van ustedes al mercado mañana?
8. ¿Van ustedes a la panadería el lunes?

QUESTIONS WITH:LOCATION:

9. ¿Dónde está el supermercado?
10. ¿Dónde está la tienda?
11. ¿Dónde están las tiendas de ropa?

END OF TAPE

JOHN DEWEY HIGH SCHOOL
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FOREIGN LANGUAGE DEPARTMENT
Stephen L. Levy, Chairman

Spanish, Level I, Phase 1 (367)

AUDITORY COMPREHENSION

1. ¿Quién es Anita?

Anita va a la panadería y habla con Bárbara. Bárbara vende mucho pan. Anita dice: --Nuestra mamá quiere pan pero no voy a casa. Cuando vienes a casa, puedes ir con el pan.

a) la amiga de Bárbara
b) la madre de Bárbara
c) la hermana de Bárbara
d) una amiga de la madre de Bárbara

2. ¿Cuántos muchachos van al parque?

Hoy es domingo y Carlos quiere ir al parque con su hermano Emilio. Carlos dice a Emilio: --¿Podemos ir con Enrique también? Emilio responde que Enrique puede ir con ellos.

a) dos muchachos
b) cinco muchachbs
c) tres muchachos
d) un muchacho

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-Spanish, Level I, Phase 1 (367)

REQUIRED RESOURCE CENTER ASSIGNMENT

Read the Prólogo: "Aquí tiene usted su pasaporte" in EL ESPAÑOL AL DIA, I. Then, answer the following questions based on the reading:

1. What language is spoken in Brazil?

2. What is the official language in all the other South and Central American countries?

3. What are some of the means of transportation in Spanish-speaking countries?

4. Where is Xochimilco, and why is it famous?

5. What kind of climate is found in Spanish-speaking countries?

6. When are lunch and dinner eaten?

7. Name some famous Spanish foods.

8. Name some famous places in Spanish speaking countries.

9. Describe the architecture used in Spanish-speaking countries.

10. Name some Spanish sports.

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Spanish, Level I, Phase 1 (367)

READING COMPREHENSION (Resumen 1-3)

Read the following passage and then answer the questions based on it:

Pepito vive en México con su familia: sus padres, su hermana Amelia y su hermano Emilio. La familia es la familia Fernández. Ellos tienen (have) muchos amigos. Enrique es el amigo de Emilio y María - la hermana de Enrique - es la amiga de Amelia.

Pepito juega mucho con su perro Imán. Un día, Enrique viene a su casa y dice a Emilio: —¿Estás listo? Emilio contesta: —Sí, estoy listo. Ellos quieren ir a nadar en el parque y Pepito quiere ir con ellos pero (but) Emilio dice que Pepito no puede ir.

El mismo (same) día, Amelia dice que María viene a la casa de Pepito por la mañana. María va con Amelia al parque pero no quieren llevar a Pepito con ellas.

1. ¿Cuántos hermanos hay en la Familia Fernández?
   a. cinco b. cuatro c. tres d. uno

2. ¿Quién es Amelia?
   a. la hermana de María
   b. la amiga de María
   c. la madre de Pepito
   d. la señora de la casa

3. ¿A dónde van los amigos?
   a. a la piscina
   b. a la bodega
   c. al mercado
   d. al museo

4. ¿Quiénes van al parque?
   a. Imán y María
   b. Pepito y Amelia
   c. el hermano y la madre de Amelia
   d. María y su amiga

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Spanish, Level I, Phase 1 (367)

READING COMPREHENSION (Supplementary Voc.)

Read the following passage and then answer the questions based on it:

Carlos va al mercado pero no tiene dinero. Quiere comprar un perro pero pero no puede. Va a muchas tiendas pero no compra nada (anything). Finalmente va a la iglesia. Su amigo Roberto está allí con su perra YIP-YIP. Roberto llama a su amigo y le pregunta: —¿Quieres un perro? YIP-YIP va a ser (to be) madre.

Sí o No:

1. Carlos tiene cinco dólares.
2. Carlos quiere un animal.
3. El amigo está en el mercado.
4. Roberto llama a Carlos.
5. Carlos compra un perro.

Answer the following questions in a complete Spanish sentence:

1. ¿A dónde va Carlos?
2. ¿Qué quiere Carlos comprar?
3. ¿A dónde va Carlos finalmente?
4. ¿Quién está allí?
5. ¿Cómo se llama la perra de Roberto?
6. ¿Qué va a ser YIP-YIP?

N - LJ
FL

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FOREIGN LANGUAGE DEPARTMENT
STEPHEN L. LEVY, CHAIRMAN

COURSE OF STUDY

Revised 7/71

Spanish, Level II

373 - 377

5 Phases

PHASE 1 (373)

Drill and practice in listening and speaking the language. Introduction to more complex structural patterns. Greater concentration on reading and writing skills. Discussion of Spain through her History, Social, Economic and Industrial Life; Literature; Art; Music and Science.

Prerequisite: Completion of Level I or equivalent.

SPECIFIC AIMS AND OBJECTIVES:

(1) To continue to develop skills in listening and speaking by means of patterns and dialogues.

(2) To develop the reading skill of the pupil; concentrating on his ability to comprehend progressively difficult material.

(3) To reinforce the aural-oral and reading skills through writing the material already learned orally or during the reading lessons.

(4) To continue to familiarize the student with the history and culture of the Spanish speaking people.

Textbooks: Turk-Allen: El español al día, Book I, 3rd edition, Revised, DC Heath.
Dasch et al: Primer librito de lectura. Globe.
New York City Foreign Language Program for Secondary Schools: Spanish, Levels 1-5, Board of Education of the City of New York.

John Dewey High School
Course of Study

Spanish, Level II - Phase 1 (373) (continued

WEEK 1

Review:
(1) Routines and classroom expressions: New York City Curriculum Bulletin, Topic 29, p. 47; Topic 24, p. 68.
(2) Cardinal numbers (1-100)
(3) General conversational topics (seasons - ST #7, days of the week, age, weather - ST #6, time - ST #2, expressions with tener - ST #5, p. 273 D; Gustar.)
(4) Nouns and adjectives - ST #39, agreement in number and gender, position. Curriculum Bulletin, Topic 9, Colors - ST #3, p. 44; Topic 12, Foods, p. 65,- ST #34 and 35.
(5) Present tense of regular verbs and the irregular verbs tener, ser, estar, ir. Review forms and usage.
(6) Assign Repaso I, p. 71-72 for vocabulary review.
(7) N.Y.C. syllabus #15 Health p. 66 (estar).
(8) N.Y.C. syllabus #20 Professions and Occupations (ser).

APPENDIX:

		SYLLABUS NUMBER	BOX NUMBER
TAPES:	tener expressions	Sa8.1 -.2	23, 24
	Gustar	S5h 1	76
	Ser	S8a7.1 -.2	21, 22
	Estar	S8a5.1 -.2	17, 18
	IR	S8a6.1 -.2	19, 20
Reg.	-AR	S8a1.1 - S8a1.2	9, 10
	-ER	S8a2.1 - S8a2.2	11, 12
	-IR	S8a6.1 - S8a6.2	19,20

Segundo libro (Workbook II)

TOPIC	PAGES
Months, Time Expressions	204b, 204c
Cardinal Numbers	196a 1-10
Expressions with TENER	235c B 1-5
Gustar	225c 1-7
Nouns	141 E 3,6,7,11,12,16,19,23
Agreement and position of adjectives	146A 1-4, B 1-4, C 1-4
Present tense	2 B 1-5
Irregular verbs	5 A 1-5, 6 B 1-5

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Course of Study

Spanish, Level II - Phase 1 (373) (continued)

WEEK 2

Review: (1) Present tense (forms and usage) of the irregular verbs dar, querer, saber, conocer, ver, decir.
(2) Reflexive verbs (p. 215, Practica; p. 217 A (3,4,5,6); p. 218 C. ST #10
(3) Gustar (pp. 218-219 E) (p. 207 (2)) Curriculum Bulletin: Topic 12, p. 65; Topic 4, p. 64; Topic 13, p. 66)
(4) Assign: Repaso II p. 123-4, for vocabulary review.

APPENDIX:

		SYLLABUS NUMBER	BOX NUMBER
TAPES:	VER	S8a9.1 - .2	25, 26
	DECIR	S8a4.1 - .2	15, 16
	DAR	S5a3.1 - .2	38, 38 A
	QUERER	S5a8.1 - .2	42,42 A
	SABER	S5a9.1 - .2	43, 43 A
	CONOCER	S5a2.1 - .2	37, 37 A
	SABER vs. CONOCER	S24	114
	Reflexive verbs	S8f1, 2	96, 97

- Text: Segundo libro (Workbook)

Reflexive verbs - 63 A, C

WEEK 3

Present: (1) Prepositional pronouns, p. 188 (2), Ex. Práctica, p. 190
(2) Stem-changing verbs
(3) Commands
(4) Dialogue: "En el cine", pp. 251-252 (treat as reading), Preguntas, p. 253
(5) Assign: Repaso III, p. 177-8, for vocabulary

APPENDIX

		SYLLABUS NUMBER	BOX NUMBER
TAPES:	Prepositional pronoun	S3b	81
	Stem-changing verbs	S8i1, S8i2, S8i3	101,102,103
	Commands	S8i5	105
	Tape Lesson 22 EEAD		

Segundo libro (Workbook)

Prepositional pronouns	173 B
Stem-changing verbs	25 C 1-4 (o-ue) 30 A 1,2,4,(i-ie) 34 (C - 1) A1,2,7,8,9 26 A 3,4,5,6,7,8,12,13,14
Commands (formal)	67 B Series B 19, 20

John Dewey High School
Course of Study

Spanish, Level II - Phase 1 (373) (continued)

WEEK 4

Present:
(1) Preterite tense of regular verbs. Ex. C, pp. 263-264; D, p. 264 (Additional exercises: A, p. 246; B, p. 247; C, p. 247; A, p. 254; B, p. 255; C, p. 263; D, p. 264)
(2) Preterite tense of irregular verbs dar, ir, ser.
(3) Negative expressions, p. 254; Ex. C, p. 255.
(4) Personal "a", p. 254; Ex. D, p. 255.
(5) Dialogue: "En el museo",(ST #18,) pp. 260-261; Preguntas, p. 262
(6) Assign: Repaso IV, p. 233-4 for vocabulary review.

APPENDIX:

		SYLLABUS NUMBER	BOX NUMBER
TAPES: Preterite (Regular)	AR	S5b1.1-2	49,50
"	ER	S5b2.1-2	51,52
"	-IR	S5b3.1-2	53,54
"	DAR	S5b4.1-2	55,55A
"	IR	S5b8.1-2	60,61
"	SER	S5b10.1-2	64,65
Negative Expressions Tape lesson 23		S4	36

	Segundo libro
Preterite tense of regular verbs	p. 11, 12B
irregular preterite	14, 15-16B 1-20
Negative words	191 C, D
Personal A	142 A - Series C 29,30

WEEK 5

Review:
(1) Preterite tense of regular and irregular verbs, including ver.
(2) Numbers 1-100

Present:
(1) Numbers 200-1,000,000 (cien-ciento) Ex. A,B,C, p. 272
(2) Months of the year, ST #7 (Seasons), The date.
(3) Dialogue: "¿A cuántos estamos?", pp. 268-269
(4) Possessive adjectives, p. 54 C; p. 55 D.
(5) MID-PHASE EXAMINATION
(6) Idioms: N.Y.C. syllabus - p. 691-10

APPENDIX:

	SYLLABUS NUMBER	BOX NUMBER
TAPES: Possessive adjectives Tape Lesson 24	S3a1,2	32,33

	Segundo libro (Workbook)
Cardinal numbers	196 B, C, D
Months of year	203-4 C
Possessive adjectives	151 A, B Series D 39,40

John Dewey High School
Course of Study

Spanish, Level II - Phase 1 (373) (continued)

WEEK 6

Review: (1) Numbers
(2) Preterite tense of regular and irregular verbs.

Present: (1) Dialogue: "Por la América del Sur", pp. 276-277
(2) Ordinal numbers (1st - 10th), p. 279; Ex C, p. 281.
(3) Read: Primer librito: pp. 10-11
(4) N.Y.C. syllabus, Vocabulary # 18, Military - p. 67

APPENDIX:

			SYLLABUS NUMBER	BOX NUMBER
TAPES:	Preterite	DECIR	S5b5.1-.2	56, 56A
		HACER	S5b7.1-.2	59, 59A
		TENER	S5b13.1-.2	66, 67
		TRAER	S5b12.1-.2	68, 69
		ESTAR	S5b6.1-.2	57,58
		PONER	S5b9.1-.2	62,63

	Segundo libro	
I - stem preterite)	p. 14-17	16 C
U - stem preterite)		
Ordinal numbers	p. 200	201 B
Idioms with DAR	p. 200	221-2 A,B
Idioms with HABER		222A
Idioms with HACER	p. 230	231 A
	Series E - 49,50	

WEEK 7

Present: (1) Irregular verbs having "i" stem preterites and decir, hacer, querer, venir, traer, Ex. Practica, p. 279; p. 280 A, B.
(2) Irregular verbs having "u" stem preterites.
(3) Primer librito: pp. 81-82; Ex. pp. 83-85.
(4) Primer librito: pp. 18-20; Ex. pp. 21-22
(5) Idioms: N.Y.C. syllabus - p. 69 11-20
(Students make up a story using idioms)

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Spanish, Level II, Phase 1 (373) OVERVIEW

Textbook: El español al día, Book I.

Structures and Verbs:

1. Nouns and adjectives - agreement in number and gender: pp. 63-64; p. 65 C
2. Present tense of regular verbs: pp. 40-41; p. 43 B,C,D; pp. 87-88; pp.88-89 A,E p. 95; p. 97 A, B; p. 98 E.
3. Present tense, forms and usage of irregular verbs tener, ser, estar, ir: p. 51; p. 53 B; p. 60 (1); p. 65 D; pp. 125-126 E; p. 132 (1), p. 133 (2); p. 134 B, D; p. 105 (1); p. 118 E, p. 179 A
4. Present tense, forms and usage of irregular verbs dar, querer, saber, conocer, ver, decir: p. 115 (1), p. 117 A; p. 150 (1) (2), p. 151 B, p. 179 B; p. 142 (1), p. 142 Practica; p. 158 (1), p. 162 F.
5. Reflexive Verbs: p. 215, p. 215 Práctica, p. 217 A (3,4,5,6), p. 218 C.
6. gustar: pp. 218-219 E, p. 207 (2); p. 217 A (3,4,5,6)
7. Prepositional Pronouns: p. 188 (2), p. 190 Práctica.
8. Stem-changing verbs: p. 206 (1), p. 207 Práctica, p. 208 B, p. 210 Para Practicar A.
9. Commands: p. 133 (4), p. 134 Práctica, p. 136 F
10. Preterite tense of regular verbs: pp. 263-264 C, p. 264 D, p. 246 A, p. 247 B,C, p. 254 A, p. 255 B, p. 263 C, p. 264 D.
11. Preterite tense of irregular verbs dar, ir, ser: p. 262 I, p. 261 Práctica, p. 244 D (7,10,13)
12. Negative expressions: p. 254, p. 255 C.
13. Personal "a": p. 254, p. 255 D.
14. Preterite tense of ver.
15. Possessive adjectives, p. 54 C, p. 55 D.
16. Irregular verbs with "i" stem preterites and decir, hacer, querer, venir, traer: p. 278 (1), p. 279 (2), P. 279 Práctica, p. 280 A, B.
17. Irregular verbs with "u" stem preterites: p. 322 (2), P. 323 Práctica (top).
18. Numbers 1-1,000,000: p. 272 A, B, C.
19. Ordinal numbers (first - tenth): p. 279, p. 281 C.

Stories:

1. Dialogue: "En el cine", pp. 251-252; p. 253 Preguntas.
2. Dialogue: "En el museo", pp. 260-261; p. 262 Preguntas.
3. Dialogue: "¿A cuántos estamos?", pp. 268-269.
4. Dialogue: "Por la América del Sur", pp. 276-277.
5. PRIMER LIBRITO: pp. 10-11.
6. PRIMER LIBRITO: pp. 81-82; Exercises pp. 83-85.
7. PRIMER LIBRITO: pp. 18-20; Exercises pp. 21-22

Vocabulary Review:

Repaso I, pp. 71-72
Repaso II, pp. 123-124.
Repaso III, pp. 177-178.
Repaso IV, pp. 233-234.

continued

Spanish, Level II, Phase 1 (373) OVERVIEW (continued)

Vocabulary Topics:

Health:

bien	la enfermedad	el resfriado	el dolor
enfermo	la salud	el dolor de cabeza	el accidente
los anteojos	el cuidado	el dolor de oído	la fiebre
el fuego	la indigestión	los lentes	el paciente
el sueño	la tos	acostarse	descansar
morir	nacer	despertarse	

Professions and Occupations:

el abogado	el campesino	el carnicero	el científico
el chofer	el comerciante	el doctor	la enfermera
em médico	el panadero	el piloto	el presidente
el profesor	la profesora	el sastre	el soldado
trabjar	el actor	el artista	el asunto
el bailarín	la bailarina	el carpintero	la ciencia
la compañía	la costurera	el dependiente	el escritor
el éxito	la fábrica	el fracaso	el gerente
el jefe	el juez	la máquina	la mecanógrafa
la modista	el negocio	la obra	la oficina
el oficio	el pintor	el poeta	la secretaria
el vendedor	la taquígrafa	el zapatero	

School:

el alumno	ausente	la clase	el director
la escuela	el maestro	la directora	la sala de clase
presente	abrir	aprender	asistir (a)
empieza	ensenar	entrar (en)	escuchar
estudiar	leer	llegar	salir (de)
terminar	la cafetería	el laboratorio	el cambio de clases
la entrada	la llegada	el pasillo	la salida

Colors:

amarillo	el color	pardo	azul
gris	rojo	blanco	negro
verde			

Foods:

el agua	la leche	el queso	el azúcar
la sal	las legumbres	el cafe	la mantequilla
el té	la carne	el pan	el vino
el huevo	el chocolate	las patatas	la ensalada
el pescado	la gaseosa	la pimienta	desear
el postre	beber	cortar	tomar

continued

Spanish, Level II, Phase 1 (373) OVERVIEW (continued)

Foods: (continued)

la albóndiga
frío
el pastel
caliente
--a la parrilla
--de cordero
el huevo
--revuelto
el cereal
el cubierto
dulce
cocinar
los frijoles
el panecillo
el bizcocho
el hígado
el rosbif
-- de res
-- duro
la sopa
la tortilla
el jugo
la lista
cubrir
la merienda
el biftec (bisté)
el helado
el refresco
--de cerdo
-- de ternera
--frito
el tocino
la tostada
la chuleta
el emparedado
el arroz con pollo
el gusto
el pollo
la carne
-- asado
sabroso
--pasado por agua
el tomate
la col
la lechuga
el maíz

Animals:

el águila
el nido
el zorro
la pata
la llama
la vicuña
la cola
el pavo
el camello
la oveja
la cabra
el oso
el lobo

Fruits and Flowers:

la fresa
el melocotón
la margarita
las uvas
la sandía
la hoja
el geranio
la raíz

Military:

la batalla
el general
el héroe
matar
el fusil
el capitán
el ejército
la victoria
la guerra
el revólver
el cañón
el coronel
luchar

Idioms:

1. acabar de + infinitive
2. a eso de
3. a la derecha (izquierda)
4. ahora mismo
5. al aire libre
6. al fin
7. algunas veces
8. ¡Adelante!
9. a pesar de
10. aprender de memoria
11. a veces
12. de buena (mala) gana
13. de cuando en cuando
14. de vez en cuando
15. de esta manera
16. dejar de + infinitive
17. de noche (dia)
18. de pronto
19. de repente
20. ¿De veras?

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FOREIGN LANGUAGE DEPARTMENT
Stephen L. Levy, Chairman

REQUIRED RESOURCE CENTER PROJECTS FOR STUDENTS
Spanish, Level II Phase 1 (373)

In order to master a foreign language, it is necessary that you have as much drill and practice using the foreign language as possible. The following exercises, tapes, and readings will provide you with additional practice and drill in using the foreign language. Your teacher will make specific assignments from this list and it is your responsibility to make use of these materials, which are available in the Resource Center, and to submit your work to your teacher on time. Of course, if you wish, you may do all the work listed on this sheet.

1. Months and time expressions: Segundo libro Workbook: p. 204 b, 204 c.

2. Cardinal numbers: Segundo Libro Workbook: p. 196 a 1-10.

3. Expressions with tener: Segundo Libro Workbook: p. 235 c, B 1-5; TAPE: NYC Sa8.1-.2 (# 23, 24).

4. Gustar: Segundo Libro Workbook: p. 225 c 1-7; TAPE: NYC S5h 1 (#76)

5. Nouns: Segundo Libro Workbook: p. 141 E 3,6,7,11,12,16,19,23

6. Agreement and position of adjectives: Segundo Libro Workbook: p.146 A 1-4, B 1-4, C 1-4.

7. Present tense of regular verbs: Segundo Libro Workbook: p. 2 B 1-5; TAPE: -AR, S8a1.1 - S8a1.2 (# 11,12); -ER, S8a2.1 - S8a2.2; -IR, S8a6.1 - S8a6.2.

8. Irregular Verbs: Segundo Libro Workbook: p. 5 A 1-5, p. 6 B 1-5; TAPE: SER - S8a7.1 - .2 (#21,22); ESTAR - S8a5.1 - .2 (#17,18); IR - S8a6.1 - .2 (#19,20).

9. Present tense of irregular verbs: TAPES: VER - S8a9.1 - .2 (#25,26); decir - S8a4.1 - .2 (#15,16); DAR - S5a3.1 - .2 (#38,38a); QUERER - S5a8.1 - .2 (#42, 42a); SABER - S5a9.1 - .2 (#43, 43a); CONOCER - S5a2.1 - .2 (#37, 37a); SABER vs. CONOCER - S24 (#114).

10. Reflexive Verbs: Segundo Libro Workbook: p. 63 A, C; TAPE: S8f1, 2 (#96.97).

11. Prepositional Pronouns: Segundo Libro Workbook: p. 173 B: TAPE: S3b (#81)

12. Stem-changing Verbs: Segundo Libro Workbook: p. 25 C 1-4 (o-ue); p. 30 A 1,2,4 (i-ie) p. 34 C 1, A 1,2,7,8,9; p. 26 A 3,4,5,6,7,8,12,13,14; TAPES: S8i1, S8i2, S8i3 (#101,102,103).

13. Formal Commands: Segundo Libro Workbook: p. 67 B; Series B 19, 20; TAPE: S8i5 (#105) and Tape of Lesson 22 in EL ESPAÑOL AL DIA, I.

14. Preterite tense of regular verbs: Segundo Libro Workbook: p. 11, p. 12 B; TAPES: -ar verbs: S5b1.1-.2 (#49,50); -er verbs: S5b2.1-.2 (#51,52); -ir verbs: S5b3.1-.2 (#53,54).

15. Preterite tense of irregular verbs: Segundo Libro Workbook: p. 14, pp. 15-16 Ex. B 1-20; TAPES: DAR: S5b4.1-.2 (#55, 55a); IR: S5b8.1-.2 (#60,61); SER: S5b10.1-.2 (#64, 65).

continued

Spanish, Level II, Phase 1 (373) REQUIRED RESOURCE CENTER PROJECTS FOR STUDENTS:

16. Negative words: Segundo Libro Workbook: p. 191 C, D; TAPE: S4 (#36).

17. Personal "a": Segundo Libro Workbook: p. 142 A - Series C 29,30

18. Cardinal Numbers: Segundo Libro Workbook: p. 196 B, C, D.

19. Months of the Year: Segundo Libro Workbook: pp. 203-204 C.

20. Possessive Adjectives: Segundo Libro Workbook: p. 151 A, B; Series D 39,40;
TAPE: S3a1, 2 (#32,33) and tape of Lesson 24 EL ESPAÑOL AL DIA, I.

21. I-stem Preterites: Segundo Libro Workbook: pp. 14-17, p. 16 C.
U-stem Preterites:

22. Irregular Preterites: TAPES: DECIR: S5b5.1-.2 (#56. 56A); HACER: S5b7.1-.2
(#59, 59A); TENER: S5b13.1-.2 (#66,67); TRAER: S5b12.1-.2 (#68,69);
ESTAR: S5b6.1-.2 (#57,58); PONER: S5b9.1-.2 (#62,63).

23. Ordianl Numbers: Segundo Libro Workbook: p. 200, p. 201 B.

24. Idioms: with DAR: p. 200, pp. 221-222 A, B; with HABER: p. 222 A; with
HACER: p. 230,p. 231 A, Series E - 49,50. Segundo Libro Workbook.

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JOHN DEWEY HIGH SCHOOL

FOREIGN LANGUAGE DEPARTMENT
Stephen L. Levy, Chairman

COURSE OF STUDY

Spanish, Level IV | 384 | 5 Phases

Phase 1 - Contemporary Life

A harmonious integration of listening, speaking, reading and writing in Spanish. The emphasis is on speaking the foreign language based on a study of various aspects of contemporary life in the Spanish-speaking countries.

Prerequisite: Completion of Level III or equivalent.

SPECIFIC AIMS AND OBJECTIVES:

(1) To develop increased competence in understanding Spanish when spoken by a native speaker of the language.

(2) To develop increased competence in the ability to carry on a conversation in Spanish, using the correct sound system, vocabulary and structures on topics based on reading selections, cultural items or individual interests.

(3) To develop increased competence in the ability to read both intensively and extensively in Spanish with direct comprehension and enjoyment.

4 To develop increased competence in writing Spanish.

(5) To develop increased understanding of the Hispanic world and the Spanish speaking people, their way of life, their contemporary problems, and their contributions to the world civilization and to the civilization of the United States.

Textbook: Leal-Silverman. Siglo Veinte. Holt, Rinehart and Winston.
New York City Foreign Language Program for Secondary Schools: Spanish, Levels 1-5, Board of Education of the City of New York.

Week	Theme: Contemporary Life
1	(1) "Elogio de España" (San Isidoro) (2) Prólogo (Siglo Veinte) (3) "España", pp.2-11 (5) (4) Poems: "Castilla" (Unamuno) p.19 "Canto a España" (José Hierro) pp.70-71 (5) Spanish attitude toward time: "El tiempo y el espacio" (Julio Camba) pp.66-67

(continued)

Foreign Language Department
Course of Study

Spanish, Level IV- Phase I- (continued)

Week 2

(1) "España" (continued) pp.11(6)-17
(2) Poem: "Patria de cada día (Leopoldo de Luis) p.39
(3) La educación en España: "Transformación de la Enseñanza, mediante la futura Ley General de la Educación" (España Hoy, No.2, abril 1970)
(4) "Es precioso responder a las inquietudes estudiantiles" (España Hoy, No.2, abril 1970)
(5) Composition comparing student activism in the U.S. and Spain.

Week 3

(1) Introducción a Hispanoamérica, pp.73-81
(2) "El turismo" and dialogue on tourism
(3) Film #1- Vamos a Latinoamérica
(4) Social conditions in Hispanoamérica
    4.1 Social classes
    4.2 The political milieu
    4.3 Economic problems
(5) Original dialogue discussing tourism and social situation of Latin America

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Week 4

(1) México: pp.82-85; 85(last paragraph)-87; 89-90; 92-94; 98 (paragraph 2)-99; 100 (paragraph 2)-103
(2) "El indio," pp.114-115 followed by a discussion of the Indian in Mexican society
(3) "La yanqui hermosa" (Amado Nervo)
(4) "El burro" p.124
(5) Poem: "México canta en la ronda de mis canciones de amor" (Jaime Torres Bodet), pp.104-105 (Relate this poem and the song "México lindo y querido" to the last paragraph on p.103)

Week 5

(1) La América Central, pp.156-157
(2) Los países de la América Central, pp.158-170
(3) Composition dealing with a comparision of the Central American countries with Mexico and Spain.
(4) Dialogue rejoinder exercise based on theme "El país en que me gustaría vivir."

(continued)

Foreign Language Department
Course of Study
Spanish, Level IV-PhaseI-(continued)

Week 6

(1) Las Antillas. pp.188-190
(2) Las islas que forman las Antillas, pp.191-200.
(3) Puerto Rico- politic al, social and economic life. Migration.
(4) Cuba: ¿Sigue siendo "La perla de las Antillas"?
    4.1 José Martí: "Versos Sencillos"- "Guantanamera."
    4.2 Poem: "No sé por qué piensas tú..." p.202
    4.3 La vida política y su efecto en la vida cotidiana

Week 7

(1) Sud América
    1.1 Venezuela, pp.228-235
    1.2 Perú, pp.259-267
    1.3 Argentina, pp.337-342(par.2); pp.345 (last par.)-346
(2) "El hombre," (Luis Alberto Sánchez) pp.284-287
(3) "Apocalipsis" (Marco Denevi), p.378
(4("El gaucho"- Reading selection
(5) Composition based on impressions in the countries studied as to the contemporary life style of the people and the prognosis for the immediate future.

NOTES: